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ABSTRACT

This 2002-2003 Fact Book for South Texas Community College (STCC) is divided into the following sections: (1) College Profile; (2) Access; (3) Completion; (4) Transfer Rate and Success; (5) Employment; (7) Student Development; (8) TASP (Texas Academic Skills Program) Test; (9) Academic Progress of All Students; (10) Stakeholder Satisfaction; (11) Finance; and (12) Facilities. STCC serves the populations of Starr and Hidalgo counties in Texas. Total student enrollment for the district in 2002 was 13,695. Of these students, 8% had limited English proficiency. The proportion of STCC students classified as economically disadvantaged (55%) exceeded the economically disadvantaged proportion of the population of Starr and Hidalgo counties (30%). At least 41% of students at STCC are academically disadvantaged, which is within 5% of their representation in the counties. Total student enrollment has increased an average of 9% per year and is distributed across the district in proportion to the population. The document cites student enrollment by ethnicity and gender according to department or program only. Thirteen percent of full-time, degree-seeking students completed their degree within 3 years. STCC faculty and staff are 50% female, while faculty alone are 44% female. Facilities Inventory by Campus by FTE Student is appended. A glossary of terms and an index are also included. (Contains over 125 tables and graphs.) (NB)

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Fact Book 2002-2003

South Texas Community College

FACT BOOK 2002-2003

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Statement of Equal Opportunity

No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas Community College on the basis of race, color, national origin, religion, sex, age, veteran status, or disability.

Alternative Format

This document is available in an alternative format upon request.
Please contact the Office of Institutional Research and Effectiveness at 956-688-2327.

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A Message from the President

I am pleased to introduce the *2002-2003 Fact Book* published by the Office of Institutional Research & Effectiveness. This publication contains a wealth of information about South Texas Community College and the students we serve. It is a reference tool which will assist all of us associated with STCC in evaluating our performance, planning for the future, and continuously improving all that we do.

South Texas Community College has been called the fastest growing community college in Texas. We have grown from 1,000 students to over 14,400 students in just nine short years. Rapid growth means constant change and it is absolutely critical that we measure our many successes in order to maintain quality and to best customize our services to fit community needs.

The demand has been tremendous, and I am extremely proud that we are able to provide open access and an affordable opportunity for all who wish to pursue higher education and technical training.

Community colleges are recognized as premier teaching institutions because the very best teaching occurs in community colleges. STCC is truly a model of teaching excellence that also provides a caring, compassionate, and supportive environment so needed by all students.

I hope you will refer often to the Fact Book in your many future planning and goal setting activities at South Texas Community College.

Sincerely,

Shirley A. Reed

Dr. Shirley A. Reed, M.B.A., Ed.D.
President

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A Message from the Director of Institutional Research and Effectiveness

The entire STCC community has been very helpful in providing feedback about the Fact Book and the information you find here. I am immensely grateful for your support in this annual project and hope that each year's work provides a better product.

The Editor, Mrs. Jessie Garcia, continues the OIRE tradition of CQI in this year's Fact Book and I believe her work in providing more information, in clear and easy to use formats, and extending the reports on STCC's Institutional Performance Indicators is excellent. We hope you find this year's version of the Fact Book a convenient way to access this information. It is also available at the OIRE web site. Please suggest any further improvements for next year's publication to OIRE and we will give each suggestion our full attention.

In addition to the annual Fact Book, OIRE is pleased to bring you other reports and reference materials. Look for reports and source materials available from OIRE online at http://www.stcc.cc.tx.us/~research/index.html.

As always, your suggestions for continued improvement are welcomed,

Gail Dantzker

Gail Dantzker, Ph.D.
Director

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A Message from the Editor

I have really enjoyed assisting in the preparation of the 2002-2003 edition of the South Texas Community College Fact Book and would like to thank all who have contributed to its completion, especially the staff of the Office of Institutional Research and Effectiveness. Their commitment to collecting and accurately reporting various data have been invaluable to this year's edition of the Fact Book, as well as to the College in general.

Please feel free to contact me at 956-688-2354 or jgarcia@stcc.cc.tx.us if you have any questions or comments concerning the Fact Book. Suggestions for improvement will also be appreciated. I hope that you find the 2002-2003 edition of the Fact Book easy to understand and the data useful for many years to come.

Sincerely,

Jessie M. Garcia

Jessie M. Garcia, B.A., A.A.
Editor/Administrative Assistant

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A Historical Look at South Texas Community College

Before the South Texas Community College District began operations in 1993, the Hidalgo-Starr County area was the only area in the state of Texas with a population of nearly half a million people not served by a community college. South Texas Community College was created on September 1, 1993, by Texas Senate Bill 251 to serve Hidalgo and Starr Counties. It is the only community college in Texas to have been established by the Texas Legislature.

A confirmation election, held on August 12, 1995, established a taxing district for the College. Seven districts, based on population, were also approved for single-member representation on the Board of Trustees. A community leader from each of the seven districts was originally appointed by Governor Ann Richards to serve on the founding Board of Trustees. Since May 2000, elections have been held for all of the seats and all members have been elected.

From its inception, STCC was mandated by the State Legislature to provide service to residents of Starr and Hidalgo Counties. Meeting the population's need for postsecondary education - and the rapid institutional growth experienced by STCC in the process - has been an enormous but vital task. It is the one for which the College was founded and charged by the State Legislature, and it is one to which the College is committed.

The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the Associate of Arts, the Associate of Science, and the Associate of Applied Science Degrees and Certificates. It is also approved for veteran's educational training in Certificate and Associate of Applied Science Degree programs by the Texas Education Agency.

Since its inception, STCC has always been committed to the planning process. STCC's initial planning efforts can be traced to December 1992, when the Steering Committee for the proposed South Texas Community College commissioned Dr. Alfredo G. de los Santos Jr. to prepare a proposal to the Texas Higher Education Coordinating Board for the creation of a community college in Hidalgo and Starr Counties. The proposal was submitted in April 1993.

In November 1993 STCC began its formal planning process with the establishment of a committee charged with developing a mission and purpose for the College. This committee was composed of STCC trustees, faculty, staff, and community members from both Hidalgo and Starr Counties. The committee met from February to March 1994 and developed a mission statement and purpose for the College which were presented to the Board of Trustees for approval on April 14, 1994.

Since that time STCC has continued the strategic planning process and has developed an institutional effectiveness cycle for each department. Ongoing planning efforts have included planning workshops and retreats and staff development across all areas of the college. The people of the district approved a bond issue of $98.5M in September 2001 to support continued growth and service through enlarged and improved facilities. These processes incorporate planned enrollment and program growth.

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STCC Carries Out Its Mission

The Mission of South Texas Community College is derived from the needs of the two-county district it serves. Educational training for good jobs and future employment opportunities in the two counties is critical to the economic development of the area. Accessible and economical routes to obtaining baccalaureate or professional degrees continue to be of key importance in transfer education programs. Improved employment and educational opportunities as a result of access to the community college are expected to yield economic and social benefits for many of the counties' residents and an improved quality of life for individuals and their communities across Hidalgo and Starr Counties.

The College Mission Statement clearly defines the focus of the College as serving the diverse educational and training needs of the people of Hidalgo and Starr Counties. This concept directs all planning and development activities at STCC. The College's current and projected educational development in Starr and Hidalgo Counties is based on the needs of, and opportunities available to, the community.

Accreditation

South Texas Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033: Telephone number 404-679-4500) to award the Associate of Applied Science, Associate of Arts and Associate of Sciences degrees. The College received official word of its ten-year reaffirmation in December of 2000, during the Delegate Assembly Meeting at the SACS Annual Meeting, which was held in Atlanta, Georgia.

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Our Commitment to Hidalgo and Starr Counties

Vision

A better quality of life for our communities.

Mission

South Texas Community College (STCC) is a comprehensive public community college established to address the diverse educational and training needs of the people of Hidalgo and Starr counties by empowering a pluralistic society of learners with the knowledge and skills necessary to enhance the quality of their lives and to promote the development of their communities.

Core Values

Excellence
Integrity
Community
Student Success
Prosperity
Service
Access

STCC
South Texas Community College

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Institutional Statement of Purpose

South Texas Community College seeks to achieve its institutional purpose by offering a variety of educational programs, services, and opportunities designed to:

- ***Develop a Prepared Workforce*** by offering technical and vocational programs for those seeking direct career preparation and credentials suitable for employment in today's businesses and industries;
- ***Provide Quality Academic Education*** by offering freshman and sophomore college courses in the arts and sciences for those pursuing associate degrees or planning to transfer to a senior institution;
- ***Encourage Life-Long Learning*** by offering continuing education courses to those interested in changing careers, upgrading their skills, or seeking personal enrichment;
- ***Facilitate Student Success*** by providing individualized academic advisement, personal counseling, career guidance, and other support services and, also, by offering developmental and compensatory programs that assist those needing basic skills review and reinforcement.
- ***Provide effective developmental education*** by addressing the cognitive and affective growth of all postsecondary students in support of their lifelong learning. Developmental programs will be responsive to individual differences and special need among learners.

In the pursuit of its institutional purpose, South Texas Community College is committed to:

- ***Maintaining an Accessible and Effective Learning Environment*** by encouraging and facilitating enrollment, by employing the best of traditional and innovative educational delivery systems, and by providing facilities and resources conducive to successful teaching/learning endeavors;
- ***Fostering Leadership for Its Communities*** by providing individuals with curricular and extracurricular opportunities to develop leadership qualities and exercise leadership skills;
- ***Capitalizing on the Unique Strengths of a Multi-Cultural Environment*** by recognizing and taking advantage of the special capabilities, insights, and opportunities that exist in a region of international interaction;
- ***Promoting Regional Economic Growth and Prosperity*** by initiating and maintaining alliances with business and industry, educational institutions, government agencies, and community organizations, and by providing customized training in partnership and regional interests;
- ***Partnering with Business and Industry*** to provide close linkages in order to facilitate achievement of desired outcomes and to help secure resources;
- ***Creating a Supportive Collegial Work Environment*** which rewards excellence, provides opportunities for professional and personal growth, and encourages meaningful involvement in the decision-making process.

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rio grande valley map

142 FM 3167
Rio Grande City, Texas
956-488-8181

3201 W. Pecan
McAllen, TX
956-631-4922

3700 W. Military Hwy.
McAllen, TX
956-992-6100

1101 E. Vermont
McAllen, TX
956-683-3100

1001 S. 16th
McAllen, TX
956-928-5053

400 N. Border
Weslaco, TX
956-447-6600

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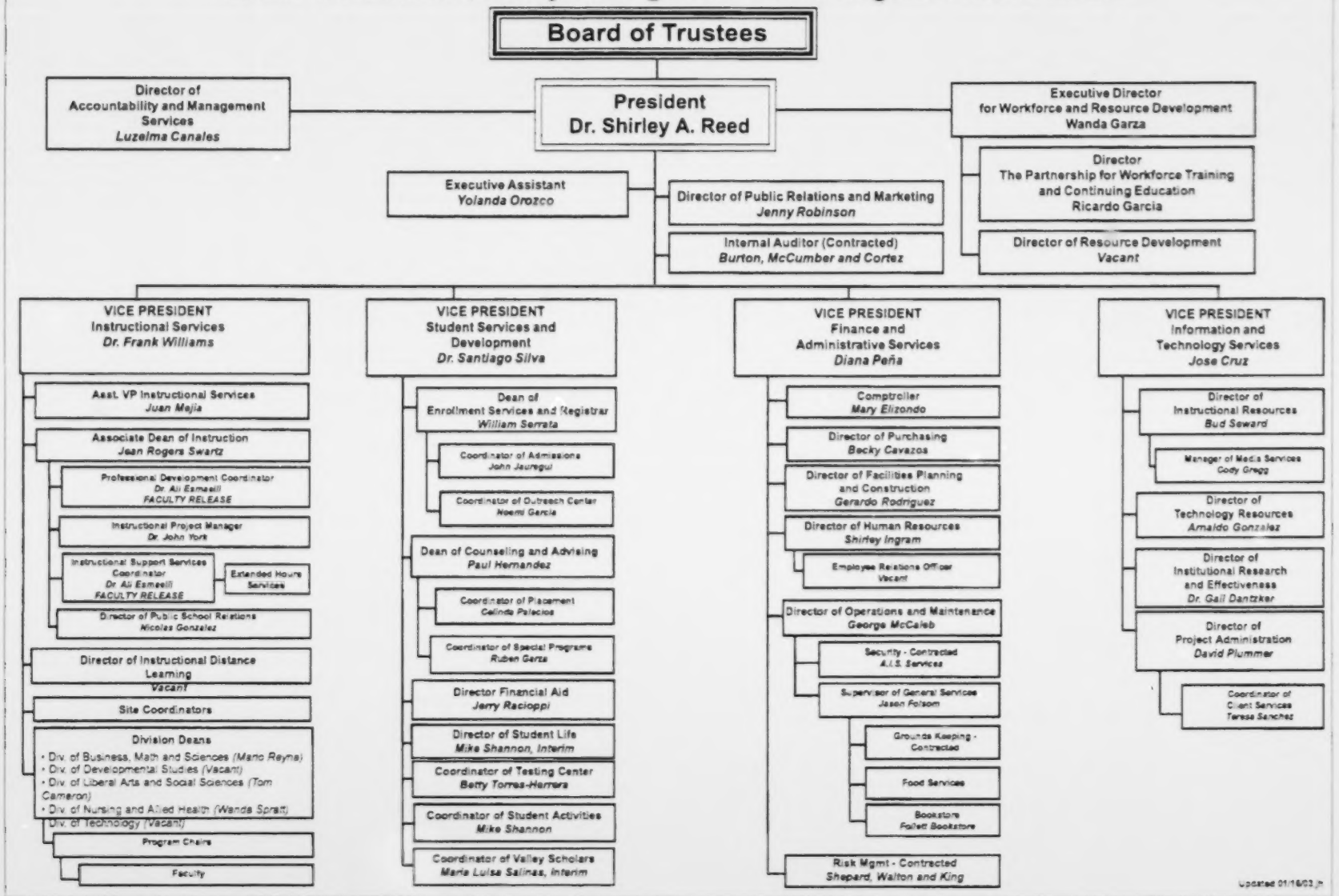
South Texas Community College 2002-2003 Organizational Chart



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Chairman, Texas Regional
Bancshares, Inc. and
Texas State Bank
District 3 (South McAllen,
Sharyland, and Northeast Mission)

Roy De Leon
Vice Chair
Vice President,
Laredo National Bank
District 7 (Edcouch-Elsa, La Villa,
Mercedes and Northeast Alamo)

Irene Garcia
Secretary
Retired Administrator, La Joya ISD
District 2 (La Joya, Mission,
Palmview, Sullivan City,
Hidalgo, and Las Milpas)

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Director of Transportation,
Rio Grande City ISD
District 1(Starr County)

Gary Gurwitz
Senior Partner, Atlas and
Hall, L.L.P., McAllen
District 4 (North McAllen,
Alton, and Pharr)

Dr. Alejo Salinas, Jr.
Retired Administrator,
Hidalgo ISD
District 5 (Edinburg, San Juan,
and Northeast Pharr)

Jesse Villarreal
Parental Involvement Dept.,
Weslaco ISD
District 6 (Alamo,
Donna, and Weslaco)

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Vice President
Instructional Services

Dr. Shirley A. Reed
President

Dr. Santiago Silva
Vice President
Student Services and
Development

Jose Cruz
Vice President
Information and Technology
Services

Wanda Garza
Executive Director
Workforce and Resource Development

Diana Pena
Vice President
Finance and
Administrative Services

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Administrative Staff

Luzelma Canales	Director of Accountability and Management Services
Becky Cavazos	Director of Purchasing
Monte Churchill	Mid-Valley Campus Coordinator
Dr. Gail Dantzker	Director of Institutional Research and Effectiveness
Mary Elizondo	Comptroller
Dr. Ali Esmaeili	Professional Development Coordinator, Instructional Support Services Coordinator
Ricardo Garcia	Director of The Partnership for Workforce Training and Continuing Education
Wanda Garza	Executive Director for Workforce and Resource Development
Arnaldo Gonzalez	Director of Technology Resources
Nicolas Gonzalez	Director of Public School Relations
Paul Hernandez	Dean of Counseling and Advising
Shirley Ingram	Director of Human Resources
George McCaleb	Director of Operations and Maintenance
Juan Mejia	Assistant Vice President for Instructional Services
Guadalupe Hernandez	Technology Center Coordinator
David Plummer	Director of Project Administration
Jerry Racioppi	Director of Financial Aid
Jenny Robinson	Director of Public Relations and Marketing
Gerardo Rodriguez	Director of Facilities Planning and Construction
Ruben Saenz	Starr County Campus Coordinator
William Serrata	Dean of Enrollment Services and Registrar
Bud Seward	Director of Instructional Resources
Mike Shannon	Interim Director of Student Life
Wanda Spratt	Nursing and Allied Health Site Coordinator
Jean Rogers Swartz	Associate Dean of Instruction
Vacant	Director of Instructional Distance Learning

Division Deans

Tom Cameron	Liberal Arts and Social Sciences
Mario Reyna	Business, Math and Science
Wanda Spratt	Nursing and Allied Health
Dr. Larry Kohler	Developmental Studies
John Nelson	Technology

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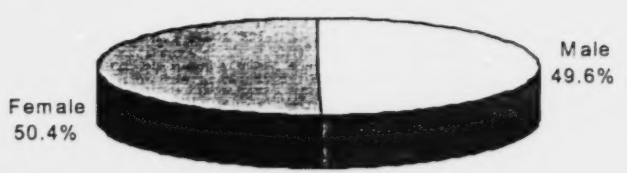
STCC Faculty and Staff by Gender and Ethnicity

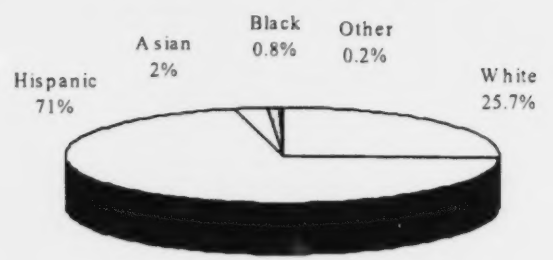
Employees	Male	Female	Asian or Pacific Islander	Black (Non-Hispanic)	Hispanic (Any Race)	White (Non Hispanic)	Other	Total
Faculty								
Full-Time	204	145	23	5	155	165	1	349
Part-Time	113	106	5	2	147	64	1	219
Total Faculty	317	251	28	7	302	229	2	568
Staff Full-Time								
Executive/Administrative & Managerial	15	8			11	12		23
Professional/Technical Support	81	91		3	131	38		172
Classified	86	156			225	17		242
Total Staff Full-Time	182	255	0	3	367	67	0	437
Staff Part-Time								
Executive/Administrative & Managerial								0
Professional/Technical Support	8	6			10	4		14
Classified	91	96	2		174	10	1	187
Total Staff Part-Time	99	102	2	0	184	14	1	201
Total Faculty and Staff								
Full-Time	386	400	23	8	522	232	1	786
Part-Time	212	208	7	2	331	78	2	420
Grand Total Faculty and Staff	**598**	**608**	**30**	**10**	**853**	**310**	**3**	**1,206**

Note: Terms used to designate race/ethnicity in this respect are those required in reports STCC makes to the U.S. Department of Education
Source: Office of Human Resources. Totals as of January 17, 2003.

Faculty and Staff by Gender



Faculty and Staff by Ethnicity



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Associate Degrees in Arts and Sciences

- Biology
- Business Administration:
  - Transfer Plan
- Early Childhood Education
- Computer Information Systems
- Chemistry
- Computer Science
- Criminal Justice
- Engineering
- English
- Fine Arts:
  - Visual Arts Concentration
  - Music Concentration
- History
- Interdisciplinary Studies
- Language and Cultural Studies:
  - American Sign Language Concentration
  - Bilingual/Bicultural Studies Concentration
  - English/Spanish Translation Concentration
  - French Concentration
  - Mexican-American/Latin American Studies Concentration
  - Spanish Concentration
- Mathematics
- Philosophy
- Political Science (Government)
- Physics
- Social Sciences:
  - Psychology Concentration
  - Sociology Concentration
- 2+2 Teacher Preparation:
  - Elementary Education Concentration
  - Middle School Education Concentration
  - High School Concentration
- Women's Studies

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Associate Degrees in Applied Sciences

- Administrative Assistant
- Automotive Collision Repair and Refinishing Technology
- Automotive Technology
- Automotive Service Educational Program (GM-ASEP)
- Biomedical Equipment Technology
- Business Administration Specialization:
  - Accounting
  - Banking
  - E-Commerce
  - Import/Export
  - Investment/Insurance
  - Logistics Management
  - Management
  - Marketing
- Business Computer Systems Specialization:
  - Computer Specialist
  - Database Administrator
  - Minicomputer Specialist
  - Multimedia Specialist
  - Networking Specialist
  - Webmaster Specialist
- Child Care and Development
- Computer Aided Drafting and Design Specialization:
  - Architectural Drafting
  - Civil Drafting
  - Digital Imaging
  - Geographic Information Systems
- Computer Maintenance Technology
- Computer Support Specialist
- Culinary Arts
- Diesel Technology
- Electronic and Computer Maintenance Technology
- Emergency Medical Technology
- Environmental Management
- Health and Human Services
- Health Information Technology
- Heating, Ventilation and Air Conditioning Technology
- Legal Assisting
- Legal Secretary
- Medical Assistant Technology
- Nursing:
  - Fall Admission
  - LVN-ADN Transition
  - Spring Admission
- Occupational Therapy Assistant
- Pharmacy Technology
- Physical Therapist Assistant
- Precision Manufacturing Technology
- Public Service Administration
- Radiologic Technology
- Telecommunication Servicing Technology

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Certificates

Accounting Clerk
Architectural Drafting
Automotive Technology
Banking
Body and Structural Repair
Child Care and Development
  Infant and Toddler
  Preschool
Civil Drafting
Commercial Cooking
Computer Aided Drafting and Design Technology
Computer Support Specialist
Diesel Technology
Digital Imaging
E-Commerce
Electronic and Computer Maintenance Technology
Emergency Medical Technology:
  EMT Basic
  EMT Intermediate
  EMT Paramedic
Ford Maintenance and Light Repair
Geographic Information Systems
Heating, Ventilation and Air Conditioning Technology
Hotel/Motel Specialist
Import/Export
Industrial Systems Maintenance Technology
Investment/Insurance
Logistics
Management
Marketing
Medical Assistant Technology
Medical Coding Specialist
Medical Information Specialist
Medical Transcription Specialist
Paint and Refinishing
Patient Care Assistant
Pharmacy Technology
Precision Manufacturing Technology
Public Service Administration
Secretary
Travel and Tourism Specialist
Vocational Nursing
Word Processing Specialist

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Accreditation

South Texas Community College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033: Telephone number 404-679-4500) to award the Associate of Applied Science, Associate of Arts and Associate of Sciences degrees. The College received official word of its ten-year reaffirmation in December of 2000, during the Delegate Assembly Meeting at the SACS Annual Meeting, which was held in Atlanta, Georgia.

National Institutional and Specialized Accreditations and Affiliations

Alliance for Community College Innovation (ACCI)
American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American Association of Community and Junior Colleges
American Association of Community College Trustees
American Occupational Therapy Association (AOTA)
American Health Information Management Association
American Physical Therapy Association (APTA)
American Registry of Radiologic Technologists (ARRT)
Asociacion Regional de Maquiladoras de Reynosa, S.A.
Association for Institutional Research (AIR)
Association on Higher Education and Disability
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Board of Nurse Examiners for State of Texas
Board of Vocational Nurse Examiners
Hidalgo County Library System
Hispanic Association of Colleges and Universities
International Association of GM-ASEP Schools (IAGMASEP)

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Junior/College Student Personnel Association of Texas
McAllen Chamber of Commerce
NAFSA: Association of International Educators
National Association of College and University Business Officers (NACUBO)
National Association of Colleges and Employers (NACE)
National Coalition of Advanced Technology Centers
National Community College Hispanic Council (NCCHC)
National Council for Instructional Administrators (NCIA)
National Council for Occupational Education (NCOE)
National Organization of Associate Degree Nursing (N-OADN)
South Texas Association of Registrars and Admissions Officers (STARAO)
South Texas Consortium for Institutional Research (STCIR)
South Texas Manufacturers' Association
South Western Association of Student Financial Aid Administrators (SWASFAA)
Southern Association of Colleges and Schools
Southern Association of College and University Business Officers (SACUBO)
Southern Association of Collegiate Registrars and Admissions Officers (SACRAO)
Southern Building Code Congress International (SBCCI)
Southern Intercollegiate Volleyball Association (SIVA)
Tech Prep of the Rio Grande Valley
Texas Administrators of Continuing Education for Community/Junior Colleges
Texas Association for College Admission Counseling (TACAC)
Texas Association for Institutional Research (TAIR)
Texas Association of College Technical Educators (TACTE)
Texas Association of Chicanos in Higher Education (TACHE)
Texas Association of Collegiate Registrars and Admissions Officers (TACRAO)
Texas Association of Community Colleges (TACC)
Texas Association of Community College Foundations, Inc.
Texas Association of Community College Trustees & Administrators (TACCTA)
Texas Association of Student Financial Aid Administrators (TASFAA)

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Texas Collegiate Soccer League (TCSL)
Texas Community College Teachers Association (TCCTA)
Texas Counseling Association
Texas Department of Health
Texas Department of Human Services
Texas Organization of Associate Degree Nursing (T-OADN)

State Approvals

South Texas Community College's offerings are approved by the Texas Higher Education Coordinating Board and the Texas Education Agency.

Partnerships: Articulation Agreements with Senior Institutions

Midwestern State University
The University of Texas-Pan American
The University of Texas at Brownsville

The University of Texas at San Antonio
Texas A&M University-Kingsville

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Concurrent/Contract Enrollment with Public and Private High Schools of Hidalgo and Starr Counties

Athenaeum for University Preparation
Donna High School
Economedes High School
Edcouch-Elsa High School
Edinburg High School
Edinburg North High School
Hidalgo High School
La Joya High School
La Villa High School
Lamar Academy
McAllen High School
McAllen Memorial High School
Mission High School
Nikki Rowe High School
Progreso High School
PSJA High School
PSJA Memorial High School
PSJA North High School
Rio Grande City High School
Roma High School
San Isidro High School
Sharyland High School
South Texas High School of Health Professions (Med High)
The Science Academy
The Teacher Academy
Valley View High School
Weslaco High School
Weslaco East High School
Weslaco South Palms Garden High School
Veterans Memorial High School

Workforce Development

Even Start Project
Workforce Network
Lower Rio Grande Valley Workforce Dev. Board
McAllen Economic Development Corporation
Mercedes Economic Development Corporation
Mission Economic Development Authority
Motivation, Education and Training, Inc.
Pharr Economic Development Corporation
Region One
South Texas Manufacturers Association
South Texas Workforce Development Board
Texas Border Infrastructure Coalition
Texas Department of Human Services
Texas Rehabilitation Commission
Texas Workforce Commission
The University - Pan American - CoSERVE
Valley Initiative for Development and Advancement (VIDA)
Workforce Solutions

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Access

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Executive Summary

STCC is committed to providing access to opportunities through higher education for the people of Hidalgo and Starr Counties. The Access performance indicators present the following results:

- ✓ The proportion of STCC students classified as economically disadvantaged (55%) exceeded the economically disadvantaged proportion of the population of Starr and Hidalgo Counties (30%).
- ✓ The proportion of STCC students classified as academically disadvantaged (41%) was within five percent of their representation (45%) in Hidalgo and Starr Counties.
- ✓ The proportion of STCC students identified as having limited English proficiency (8%) was less than the proportion of the populations of Starr and Hidalgo Counties (12%) with similar limited English.

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Executive Summary (continued)

- ✓ Total enrollment for the entire STCC district has average growth of 9% per year and is distributed across the district in proportion to the population.
- ✓ Seven of nineteen of STCC non-traditional degree programs (defined as technical programs in which the enrollment of a particular gender is less than or equal to 25% of the total program enrollment) have increased enrollment of the non-traditional gender at the rate of one percent a year.
- ● Enrollment of Hidalgo and Starr Counties' high school graduates from the top quartile rose from 16% in 2001 to 17% in 2003, still short of the targeted 20%.
- ✓ STCC enrolled students in concurrent/contract enrollment from 100% of public high schools in Hidalgo and Starr Counties during the 2002 academic year.
- ✓ Enrollment in continuing education and non-credit programs, which includes workforce development and customized training, rose from 2875 in 2001 to 6029 in 2002, a percentage exceeding that of growth in for-credit students.
- ✓ Community demographics reflected in enrollment showed that the populations of Starr and Hidalgo Counties were represented in the Community College District enrollment.

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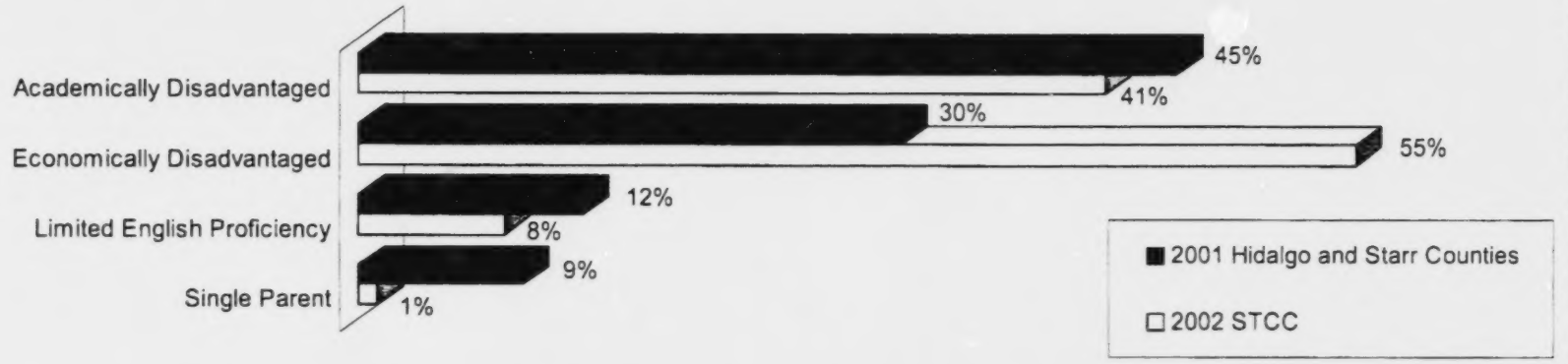
Special Populations and Total Enrollment

Fall Semester Student Headcount	1998 #	1998 %	1999 #	1999 %	2000 #	2000 %	2001 #	2001 %	2002 #	2002 %	College District Totals 2001 Hidalgo & Starr Counties #	College District Totals 2001 Hidalgo & Starr Counties %	
Academically Disadvantaged	5,172	55%	5,584	54%	5,813	51%	5,134	41%	5,579	41%	181,448	45%	
Economically Disadvantaged	6,499	69%	6,701	65%	6,760	60%	7,009	56%	7,593	55%	119,689	30%	
Individuals with Disabilities	516	5%	349	3%	229	2%	180	1%	154	1%	85,729	N/A	
Displaced Homemaker	185	2%	122	1%	88	1%	71	1%	73	1%	N/A	N/A	
Limited English Proficiency	265	3%	185	2%	140	1%	122	1%	105	8%	49,362	12%	
Nontraditional Majors	677	7%	701	7%	763	7%	929	7%	856	6%	N/A	N/A	
Single Parent	473	5%	313	3%	233	2%	176	1%	184	1%	15,798	9%	**
Unduplicated Special Populations	5,726	84%	7,908	84%	8,270	80%	8,383	67%	9,381	69%			
Student Population	6,857	100%	9,453	100%	10,373	100%	12,448	100%	13,695	100%	402,016	100%	

Note: Some increases in Special Populations are due to improved reporting efforts. College District Totals are based on Census 2000 sample data for persons 18 and older (Individuals with Disabilities includes 21 and older).

** Single Parent College District percentage based on population of households rather than persons

Special Populations as a Percentage of Total Population



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Financial Aid Funding Sources

	Fall 2000		Fall 2001		Fall 2002	
	# Awards	$ Amount	# Awards	$ Amount	# Awards	$ Amount
Federal Projects						
Americorps	28	$ 16,290	39	$ 27,434	40	$ 30,551
Federal Leveraging Educational Asst. Partnership			55	$ 21,723	119	$ 19,906
National Science Foundation Scholarship			40	$ 40,000	22	$ 29,688
Pell Grant	6,266	$ 8,038,695	6,614	$ 9,522,013	6,918	$ 11,031,628
SEOG - Supplemental Educational Opportunity Grant			147	$ 54,600	289	$ 127,600
Veterans Chapter 31 (T/F)	53	$ 30,674	40	$ 23,648	50	$ 34,191
Veterans Chapter 31 (BTS)	51	$ 17,183	37	$ 12,610	52	$ 22,976
Federal Projects Subtotal	**6,398**	**$ 8,102,842**	**6,972**	**$ 9,702,028**	**7,490**	**$ 11,296,540**
Loan Projects						
Emergency Loan Fund	209	$ 108,797	118	$ 61,026	153	$ 78,021
Allied Health Loan Program						
Loan Projects Subtotal	**209**	**$ 108,797**	**118**	**$ 61,026**	**153**	**$ 78,021**
State Projects						
Blind, Deaf & Hearing Impaired	30	$ 14,176	50	$ 24,674	43	$ 20,097
Certified Educational Aides	75	$ 33,471	110	$ 47,513	379	$ 179,897
Disabled Firemen & Peace Officer						
Early High School Graduate	148	$ 58,253	54	$ 23,079	73	$ 39,427
State Student Incentive Grant	112	$ 31,172				
Special Leveraging Educational Asst. Partnership			45	$ 6,500		
Texas Tomorrow Fund	8	$ 4,840	13	$ 8,022	12	$ 9,475
Texas Tuition Assistance Grant	5	$ 3,318				
THECB (AFDC Tuition & Fees)	3	$ 2,012	2	$ 1,386	3	$ 2,520
Texas Dept of Protective & Regulatory Services	2	$ 1,318	2	$ 1,134	4	$ 2,268
Texas Public Education Grant (TPEG)	1,290	$ 419,140	1,184	$ 148,463	1,079	$ 263,168
TX. Workforce Comm. - Train Our Teachers Program	8	$ 3,306	7	$ 3,162	12	$ 4,604
Texas National Guard Tuition Assistance Grant	23	$ 11,819	25	$ 11,857	11	$ 5,375
Texas Grant			1,198	$ 692,313	1,648	$ 984,014
Texas Grant II			285	$ 165,870	226	$ 140,548
Veterans Hazlewood Act	11	$ 3,144	22	$ 8,409	12	$ 5,000
Veterans Tuition Assistance			3	$ 847	5	$ 1,809
State Projects Subtotal	**1,715**	**$ 585,969**	**3,000**	**$ 1,143,228**	**3,507**	**$ 1,658,202**

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Financial Aid Funding Sources (continued)

	Fall 2000		Fall 2001		Fall 2002	
	# Awards	$ Amount	# Awards	$ Amount	# Awards	$ Amount
Agency Projects						
Workforce Solutions WIA (T/F)	108	$ 66,689	218	$ 127,820	36	$ 20,481
Workforce Solutions WIA (BTS)	99	$ 20,629	204	$ 90,974	31	$ 7,973
Texas Workforce Center/South Texas (T/F)	44	$ 28,243	56	$ 34,986		
Texas Workforce Center/South Texas (BTS)	43	$ 12,028	53	$ 14,958		
South Texas Rehab. & Re-employment (T/F)			1	$ 672		
South Texas Rehab. & Re-employment (BTS)			1	$ 370		
Trade Adjustment Act (T/F)	15	$ 8,637	48	$ 31,800	44	$ 25,596
Trade Adjustment Act (BTS)	16	$ 4,223	46	$ 15,612	39	$ 10,362
Texas Migrant Council	6	$ 2,167	19	$ 5,595	6	$ 2,242
Texas Rehabilitation Commission (T/F)	28	$ 12,210	16	$ 8,558	19	$ 10,097
Texas Rehabilitation Commission (BTS)	57	$ 11,942				
Public Student Incentive Grant			50	$ 14,593	160	$ 28,000
VIDA (T/F)	7	$ 4,345	58	$ 41,602	3	$ 756
VIDA (BTS)	8	$ 1,995			4	$ 314
VIDA MSSP (T/F)	37	$ 20,501			95	$ 57,347
VIDA MSSP (BTS)	36	$ 7,570			41	$ 9,068
Agency Projects Subtotal	**504**	**$ 201,179**	**770**	**$ 387,540**	**478**	**$ 172,236**
Institutional Projects						
Employee (T/F)	48	$ 18,254	74	$ 28,170	74	$ 25,189
Employee/Dependents (T/F)	14	$ 6,299	11	$ 3,853	24	$ 14,672
Employee/Spouse (T/F)	17	$ 6,602	10	$ 6,600	9	$ 3,777
Valley Scholars	95	$ 48,260	79	$ 34,424	58	$ 11,994
STCC Scholarship Fund			56	$ 22,556	1	$ 1,000
STCC Other Scholarship Fund			3	$ 1,163		
Institutional Projects Subtotal	**174**	**$ 79,415**	**233**	**$ 96,765**	**166**	**$ 56,631**
Scholarship Projects						
Community Action Council of South Texas	36	$ 11,666	23	$ 7,397	15	$ 5,569
General Scholarship Agency	59	$ 40,929	71	$ 49,566	82	$ 66,074
General Scholarship Fund	18	$ 8,525	23	$ 13,200	8	$ 6,889
Hidalgo County Head Start Program	36	$ 16,210	39	$ 18,632	65	$ 29,403
J Wright III - Burger King	15	$ 3,200	9	$ 1,784	35	$ 12,000

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Financial Aid Funding Sources (continued)

	Fall 2000		Fall 2001		Fall 2002	
	# Awards	$ Amount	# Awards	$ Amount	# Awards	$ Amount
Scholarship Projects (continued)						
Levi Strauss	17	$ 7,395				
Lockheed Martin	247	$ 144,179				
National Hispanic Scholarship	4	$ 1,511			1	$ 1,000
New Horizons Scholarship Grant						
Washington Vocational Rehabilitation						
Scholarship Projects Subtotal	**432**	**$ 233,615**	**165**	**$ 90,579**	**206**	**$ 120,935**
Total Duplicated Awards	**9,432**	**$ 9,311,817**	**11,258**	**$ 11,481,166**	**12,000**	**$ 13,382,565**
Unduplicated Headcount with Aid	**7,178**		**7,418**		**8,415**	
Average Award per Student		**$ 1,297**		**$ 1,020**		**$ 1,115**
Total College Headcount (and % with Aid)	**11,319**	**63%**	**12,448**	**60%**	**13,695**	**61%**
Headcount excluding concurrent enrollment (and % with Aid)	**10,027**	**72%**	**10,530**	**70%**	**11,565**	**73%**

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Campus/Center Enrollment

Fall Enrollment	1999		2000		2001		2002	
Student Full-Time Equivalent (FTE) by Campus								
Pecan	4,422	(52%)	4,659	(52%)	4,921	(51%)	5,063	(48%)
Downtown	1,723	(20%)	866	(10%)	644	(7%)	637	(6%)
CAAT	581	(7%)	604	(7%)	585	(6%)	526	(5%)
Nursing/Allied Health*	0	(0%)	352	(4%)	427	(4%)	562	(5%)
Mid-Valley	957	(11%)	1,372	(15%)	1,698	(18%)	1,827	(17%)
Starr County	661	(8%)	716	(8%)	760	(8%)	751	(7%)
Other**	151	(2%)	326	(4%)	594	(6%)	1,243	(12%)
Total Student FTE	8,494		8,895		9,629		10,608	
Total Student FTE	8,494		8,895		9,629		10,608	

Fall Enrollment	1999		2000		2001		2002	
Duplicated Student Headcount by Campus								
Pecan	6,892	(46%)	6,777	(46%)	7,365	(42%)	7,342	(41%)
Downtown	3,905	(26%)	2,109	(14%)	1,903	(11%)	1,664	(9%)
CAAT	955	(6%)	927	(6%)	851	(5%)	799	(4%)
Nursing/Allied Health*	0	(0%)	651	(4%)	796	(5%)	981	(6%)
Mid-Valley	1,542	(10%)	2,048	(14%)	3,107	(18%)	2,540	(14%)
Starr County	906	(6%)	1,005	(7%)	1,411	(8%)	1,065	(6%)
Other**	798	(5%)	1,178	(8%)	2,193	(12%)	3,434	(19%)
Total Duplicated	14,998		14,695		17,626		17,825	
Minus Duplicates	4,625		3,376		5,178		4,130	
Total District	10,373		11,319		12,448		13,695	

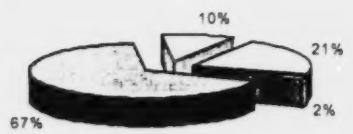
Note: Student FTE is calculated by dividing the total number of credit hours by 12 to arrive at a figure that is representative of one full-time equivalent student. Totals may not appear to sum correctly due to rounding.

* Prior location was in Edinburg. New Nursing/Allied Health Campus opened in Fall 2000.

** The Other campus location includes temporary facilities.

2002 STCC FTE Campus Enrollment

2002 STCC Enrollment by Residence



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Total Student Enrollment: Campus Enrollment by Student Declared Major

Fall Semester Head Count by Student Declared Major		Fall 2002 Total Unduplicated	Pecan Head Count	Downtown Head Count	CAAT Head Count	NAHC Head Count	Mid-Valley Head Count	Starr Head Count	Other* Head Count
Business, Math and Science Division									
Biology Department									
Biology	A.S.	222	168	23		5	53	10	29
Environmental Management	A.A.S.	5	3	3			1		
Business Administration Academic Program									
Business Administration	A.A.	720	545	122	4	7	169	38	92
Business Administration Career Program									
Accounting	A.A.S.	237	174	43	3		49	15	32
Banking	A.A.S.	41	29	9	1		7	4	3
Business Supervision	A.A.S.	15	11	3			6		1
E-Commerce	A.A.S.	8	7	2			3		
Import / Export	A.A.S.	35	30	2	2		5	1	4
Logistics Management	A.A.S.	7	5	1		1	1		1
Management	A.A.S.	59	51	11			9	2	12
Marketing	A.A.S.	24	15	5			7	1	7
Accounting Clerk	Certificate	116	68	23	5		16	15	38
Banking	Certificate	15	10	8	2		7	1	4
E-Commerce	Certificate	1	1	1			1		
Import / Export	Certificate	29	28	4			2	2	3
Investment / Insurance	Certificate								
Logistics	Certificate	2	3	1					
Management	Certificate	26	15	6	1		6		5
Marketing	Certificate	15	12	2			3		2
Business Computer Systems Program									
Computer Specialist	A.A.S.	146	90	19	58	1	39	18	11
Database Administrator	A.A.S.	2	1	1			1		
Minicomputer Specialist	A.A.S.	8	4	4	2		4		1
Multimedia Specialist	A.A.S.	1	1	1					

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Total Student Enrollment: Campus Enrollment by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		Fall 2002 Total Unduplicated	Pecan Head Count	Downtown Head Count	CAAT Head Count	NAHC Head Count	Mid-Valley Head Count	Starr Head Count	Other* Head Count
Business, Math and Science Division (continued)									
Networking Specialist	A.A.S.	124	57	18	79		50	3	20
Webmaster Specialist	A.A.S.	13	5		3		9		
Computer Science Program									
Computer Information Systems	A.S.	149	113	22	9	1	30	11	27
Computer Science	A.S.	159	128	20	13	1	31	8	23
Culinary Arts Program									
Culinary Arts	A.A.S.	30	29	8			2		1
Commercial Cooking	Certificate	13	13	1					
Engineering Department									
Engineering	A.S.	225	188	40	15	2	30	8	27
Hospitality and Tourism Program									
Hotel / Motel Specialist	Certificate	9	9	1	1				2
Travel and Tourism Specialist	Certificate	12	11	3			1	1	
Legal Assisting Program									
Legal Assisting	A.A.S.	84	70	14	3		31	6	5
Mathematics Department									
Mathematics	A.S.	39	34	3		1	7	2	3
Physical Sciences Department									
Chemistry	A.S.	36	29	2			10	1	3
Physics	A.S.	3	4				2		1
Professional Office Technology Program									
Administrative Assistant	A.A.S.	47	35	6	1	1	11	6	9
Legal Secretary	A.A.S.	10	6	1	1		5		1
Secretary	Certificate	25	20				5	4	2
Word Processing Specialist	Certificate	63	48	1	3	1	22	14	7
Business, Math and Science Division Subtotal		**2,775**	**2,070**	**434**	**206**	**21**	**635**	**171**	**376**

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Total Student Enrollment: Campus Enrollment by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		Fall 2002 Total Unduplicated	Pecan Head Count	Downtown Head Count	CAAT Head Count	NAHC Head Count	Mid-Valley Head Count	Starr Head Count	Other* Head Count
Liberal Arts and Social Sciences Division									
Child Care and Development Program									
Child Care and Development	A.A.S.	247	117	12	2		94	51	24
Early Childhood Education	A.A.	58	30	7			26	10	12
Infant and Toddler Specialization	Certificate	66	15	1			23	31	8
Pre-School Specialization	Certificate	102	45	4	1		22	39	9
Communication and Creative Arts Department									
Fine Arts with Visual Arts Concentration	A.A.	91	73	16	1	1	12	4	13
Fine Arts with Music Concentration	A.A.	53	31	32			10	1	6
Criminal Justice Department									
Criminal Justice	A.A.	264	180	55	1	1	53	36	23
Criminal Justice	A.S.	429	281	72	3	2	100	70	48
Education Department									
Teacher Education Preparation	A.A.	25	18	5			3	5	6
Elementary Education Concentration	A.A.	1,711	1,078	272	3	2	451	240	252
Middle School Education Concentration	A.A.	51	32	16			9	6	7
High School Concentration	A.A.	725	489	133	1	5	183	68	122
English Department									
English	A.A.	10	7	1		1	1	2	1
Health and Human Services Program									
Health and Human Services	A.A.S.	200	138	32			43	37	23
History / Government / Philosophy Department									
History	A.A.	11	9	6			1		4
Philosophy	A.A.	3	3	1					
Political Science (Government)	A.A.	9	8	1			1		1

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Total Student Enrollment: Campus Enrollment by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		Fall 2002 Total Unduplicated	Pecan Head Count	Downtown Head Count	CAAT Head Count	NAHC Head Count	Mid-Valley Head Count	Starr Head Count	Other* Head Count
Liberal Arts and Social Sciences Division (continued)									
Interdisciplinary Studies Department									
Interdisciplinary Studies	A.A.	64	49	11	1	3	12	5	16
Liberal Arts	A.A.	67	52	13	2	1	7	8	14
Language and Cultural Studies Department									
Language and Cultural Studies	A.A.	8	6	2	1		1		
Public Service Administration Program									
Public Service Administration	A.A.S.	15	14	3			2		1
Public Service Administration	Certificate	11	9	2			2		1
Social Sciences Department									
Social and Behavioral Sciences	A.A.	406	269	70	2	6	106	39	67
Women's Studies Department									
Women's Studies	A.A.	1	1						1
Liberal Arts and Social Sciences Division Subtotal		**4,627**	**2,954**	**767**	**18**	**22**	**1,162**	**652**	**659**
Nursing and Allied Health Division									
Associate Degree Nursing Program									
Nursing	A.A.S.	972	581	111	4	365	180	42	92
Emergency Medical Technology Program									
Emergency Medical Technology	A.A.S.	10	6	1		8			
EMT - Paramedic	Certificate	17	7	2		10		1	
EMT - Intermediate	Certificate	16	6	6		9	2	1	1
EMT - Basic	Certificate	30	4			25	1	2	

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Total Student Enrollment: Campus Enrollment by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		Fall 2002 Total Unduplicated	Pecan Head Count	Downtown Head Count	CAAT Head Count	NAHC Head Count	Mid-Valley Head Count	Starr Head Count	Other* Head Count
Nursing and Allied Health Division (continued)									
Health and Medical Administrative Services Program									
Health Information Technology	A.A.S.	31	13		1	24	6	3	12
Medical Coding Specialist	Certificate	19	9	2	1	15	1	2	3
Medical Information Specialist	Certificate	34	21	4	1	21	7	2	3
Medical Transcription Specialist	Certificate	33	15	2	1	27	4	3	3
Medical Assistant Technology Program									
Medical Assistant Technology	A.A.S.	17	8	3		9	3		
Medical Assistant Technology	Certificate	24	8	2		20	2	1	
Occupational Therapy Assistant Program									
Occupational Therapy Assistant	A.A.S.	83	44	9		32	14	5	12
Patient Care Assistant Program									
Patient Care Assistant	Certificate	65	7	2		18	4	5	43
Pharmacy Technology Program									
Pharmacy Technology	A.A.S.	27	13	5		2	6	6	3
Pharmacy Technology	Certificate	31	27	9		8	3	1	2
Physical Therapist Assistant Program									
Physical Therapist Assistant	A.A.S.	240	137	26	1	71	57	21	20
Radiologic Technology Program									
Radiologic Technology	A.A.S.	336	219	42	1	96	73	28	27
Vocational Nursing Program									
Vocational Nursing	Certificate	270	112	32		159	77	18	12
Nursing and Allied Health Division Subtotal		**2,255**	**1,237**	**258**	**10**	**919**	**440**	**141**	**233**

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Total Student Enrollment: Campus Enrollment by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		Fall 2002 Total Unduplicated	Pecan Head Count	Downtown Head Count	CAAT Head Count	NAHC Head Count	Mid-Valley Head Count	Starr Head Count	Other* Head Count
Technology Division									
Automotive Technology Program									
Automotive Technology	A.A.S.	21	13	2	12		2	3	2
Automotive Technology GM-ASEP	A.A.S.	21	14	2	12		3	5	1
Automotive Technology	Certificate	97	28	9	85	1	9	2	1
Ford Maintenance and Light Repair	Certificate	2	1		2				
Heavy Equipment and Transportation Technology	Certificate	2	1		1				
Paint and Refinishing	Certificate	1	1	1					
Computer Aided Drafting and Design Program									
Architectural Drafting Specialization	A.A.S.	10	10	2	9				1
Civil Drafting Specialization	A.A.S.	1	1		1				
Digital Imaging Specialization	A.A.S.	1			1		1		
Architectural Drafting Specialization	Certificate	10	5	2	10				
Civil Drafting	Certificate	1	1		1				
Computer Aided Drafting and Design Technology	Certificate	131	59	11	108	1	13	6	5
Digital Imaging	Certificate	1	1		1				
Diesel Technology Program									
Diesel Technology	A.A.S.	4	3	1	3		1		
Diesel Technology	Certificate	25	12		22		3		1
Electronic and Computer Maintenance Technology Program									
Biomedical Equipment Technology Specialization	A.A.S.	8	3	2	5		3		
Computer Maintenance Technology Specialization	A.A.S.	36	18	8	18		11	2	1
Electronic and Computer Maintenance Technology	A.A.S.	48	20	6	27	1	15	3	2
Electronic Servicing Technology	A.A.S.	2	1	1	1		1		

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Total Student Enrollment: Campus Enrollment by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		Fall 2002 Total Unduplicated	Pecan Head Count	Downtown Head Count	CAAT Head Count	NAHC Head Count	Mid-Valley Head Count	Starr Head Count	Other* Head Count
Technology Division (continued)									
Telecommunication Servicing Technology	A.A.S.	10	5	1	7	1	2		1
Computer Support Specialist	A.A.S.	8	5	2	3		1		
Computer Support Specialist	Certificate	8	7		4		2		
Computer Maintenance Technology	Certificate	28	6	1	24		6		
Electronic and Computer Maint. Tech.	Certificate	83	25	7	67		17	4	2
Telecommunication Servicing Tech.	Certificate	5	2		5				
Heating, Ventilation and Air Conditioning Program									
Heating, Vent. and Air Cond. Tech.	A.A.S.	13	5	2	11				
Heating, Vent. and Air Cond. Tech.	Certificate	101	22	7	95	1	2	6	1
Manufacturing Technology Program									
Precision Manufacturing Technology	A.A.S.	11	5	2	9				
Industrial Systems Maint. Tech.	Certificate	6	3	1	5	1			
Precision Manufacturing Technology	Certificate	12	5	1	12				
Technology Division Subtotal		**707**	**282**	**71**	**561**	**6**	**92**	**31**	**18**
Undecided									
Non-degree Seeking or Undecided	Undeclared	112	98	16	1	1	8	3	17
Degree Seeking Undeclared	Undeclared	3,219	807	201	24	32	250	88	2,224
TOTAL		**13,695**	**7,448**	**1,747**	**820**	**1,001**	**2,587**	**1,086**	**3,527**

*Other includes temporary facilities.

Each campus area is unduplicated so the number reflects the actual number of individual majors at a specific location. The total unduplicated column is necessary because students attend multiple campus areas.

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Total Student Enrollment: Fall Headcount by Ethnicity and Gender

Academic Year 2001-2002 Headcount by Ethnicity and Gender		Fall 2002 Total Unduplicated	American Indian, Eskimo, or Aleut				Asian or Pacific Islander				Black, Non-Hispanic				Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien			
			F		M		F		M		F		M		F		M		F		M		F		M	
Department / Major	Degree		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business, Math and Science Division (BMS)																										
Biology Department																										
Biology	AS	222					1	<1%	1	<1%					117	53%	88	40%	9	4%	5	2%			1	<1%
Environment Management	AAS	5													2	40%	2	40%			1	20%				
Business Administration Academic Program																										
Transfer Plan	AA	720					1	<1%	2	<1%					380	53%	302	42%	8	1%	10	1%	8	1%	9	1%
Business Administration Career Program																										
Accounting	AAS	237					1	<1%							162	68%	67	28%	4	2%	1	<1%	2	1%		
Banking	AAS	41													28	68%	13	32%								
Business Supervision	AAS	15													8	53%	7	47%								
E-Commerce	AAS	8													3	38%	5	63%								
Import/Export	AAS	35													14	40%	17	49%			1	3%	2	6%	1	3%
Logistics Management	AAS	7													2	29%	3	43%			2	29%				
Management	AAS	59													21	36%	33	56%	1	2%	4	7%				
Marketing	AAS	24													13	54%	10	42%			1	4%				
Accounting Clerk	CT1	116													89	77%	18	16%	3	3%	1	1%	5	4%		
Banking	CT1	15													8	53%	6	40%	1	7%						
E-Commerce	CT1	1													1	100%										
Import/Export	CT1	29							1	3%					15	52%	12	41%					1	3%		
Logistics	CT1	2													1	50%	1	50%								
Management	CT1	26													8	31%	16	62%			2	8%				
Marketing	CT1	15													12	80%	2	13%			1	7%				
Business Computer Systems Program																										
Computer Specialist	AAS	146					1	1%							65	45%	74	51%	3	2%	3	2%				
Database Administrator	AAS	2															2	100%								
Minicomputer Specialist	AAS	8													2	25%	5	63%							1	13%
Multimedia Specialist	AAS	1															1	100%								

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Total Student Enrollment: Fall Headcount by Ethnicity and Gender (continued)

Academic Year 2001-2002 Headcount by Ethnicity and Gender		Fall 2002 Total Unduplicated	American Indian, Eskimo, or Aleut				Asian or Pacific Islander				Black, Non-Hispanic				Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien			
			F		M		F		M		F		M		F		M		F		M		F		M	
Department / Major	Degree		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business, Math and Science Division (BMS) (continued)																										
Networking Specialist	AAS	124					1	1%							26	21%	93	75%	1	1%	3	2%				
Webmaster Specialist	AAS	13													1	8%	12	92%								
Computer Science Program																										
Computer Information Systems	AS	149							1	1%					53	36%	83	56%	3	2%	5	3%	2	1%	2	1%
Computer Science	AS	159					2	1%	1	1%					40	25%	102	64%	2	1%	7	4%	1	1%	4	3%
Culinary Arts Program																										
Culinary Arts	AAS	30					1	3%							13	43%	13	43%	1	3%	2	7%				
Commercial Cooking	CT1	13													6	46%	6	46%	1	8%						
Engineering Department																										
Engineering	AS	225					1	<1%					1	<1%	33	15%	177	79%	1	<1%	6	3%			6	3%
Hospitality and Tourism Program																										
Hotel/Motel Specialist	CT1	9													8	89%	1	11%								
Travel and Tourism Specialist	CT1	12													9	75%	3	25%								
Legal Assisting Program																										
Legal Assisting	AAS	84													60	71%	18	21%	3	4%	1	1%	2	2%		
Mathematics Department																										
Mathematics	AS	39							1	3%					13	33%	24	62%			1	3%				
Physical Sciences Department																										
Chemistry	AS	36													15	42%	18	50%	1	3%	2	6%				
Physics	AS	3													1	33%	1	33%			1	33%				

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Total Student Enrollment: Fall Headcount by Ethnicity and Gender (continued)

Academic Year 2001-2002 Headcount by Ethnicity and Gender		Fall 2002 Total Unduplicated	American Indian, Eskimo, or Aleut				Asian or Pacific Islander				Black, Non-Hispanic				Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien			
			F		M		F		M		F		M		F		M		F		M		F		M	
Department / Major	Degree		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business, Math and Science Division (BMS) (continued)																										
Professional Office Technology Program																										
Administrative Assistant	AAS	47													40	85%	6	13%	1	2%						
Legal Secretary	AAS	10													9	90%	1	10%								
Secretary	CT1	25													23	92%	2	8%								
Word Processing Specialist	CT1	63													49	78%	11	17%	2	3%	1	2%				
BMS Division Totals		**2775**	**0**		**0**		**9**		**7**		**0**		**1**		**1350**		**1255**		**45**		**61**		**23**		**24**	
Liberal Arts and Social Sciences Division (LASS)																										
Child Care and Development Program																										
Child Care and Development	AAS	247													227	92%	20	8%								
Early Childhood Education	AA	58									1	2%			54	93%	3	5%								
Infant and Toddler Special.	CT1	66													59	89%	6	9%					1	2%		
Pre-School Specialization	CT1	102													94	92%	7	7%			1	1%				
Communication and Creative Arts Department																										
Fine Arts with Visual Arts Conc.	AA	91	1	1%											49	54%	36	40%			4	4%	1	1%		
Fine Arts with Music Conc.	AA	53													14	26%	35	66%	1	2%	2	4%	1	2%		
Criminal Justice Department																										
Criminal Justice	AA	264							1	<1%					95	36%	161	61%			7	3%				
Criminal Justice	AS	429													168	39%	253	59%	3	1%	5	1%				
Education Department																										
Teacher Education Preparation	AA	25													21	84%	3	12%					1	4%		
Elementary Educ. Conc.	AA	1711					1	<1%							1455	85%	215	13%	23	1%	7	<1%	9	1%	1	<1%
Middle School Educ. Conc.	AA	51													37	73%	10	20%	3	6%	1	2%				
High School Conc.	AA	725													423	58%	275	38%	15	2%	8	1%	2	<1%	2	<1%
English Department																										
English	AA	10													7	70%	2	20%			1	10%				

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Total Student Enrollment: Fall Headcount by Ethnicity and Gender (continued)

Academic Year 2001-2002 Headcount by Ethnicity and Gender		Fall 2002 Total Unduplicated	American Indian, Eskimo, or Aleut				Asian or Pacific Islander				Black, Non-Hispanic				Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien			
			F		M		F		M		F		M		F		M		F		M		F		M	
Department / Major	Degree		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Liberal Arts and Social Sciences Division (LASS) (continued)																										
Health and Human Services Program																										
Health and Human Services	AAS	200									1	1%			163	82%	28	14%	5	3%	1	1%	2	1%		
History / Government / Philosophy Department																										
History	AA	11													4	36%	6	55%	1	9%						
Philosophy	AA	3															2	67%	1	33%						
Political Science (Government)	AA	9													7	78%	2	22%								
Interdisciplinary Studies Department																										
Interdisciplinary Studies	AA	64													39	61%	20	31%	2	3%	1	2%			2	4%
Liberal Arts	AA	67													39	58%	23	34%	1	1%	2	3%	2	3%		
Language and Cultural Studies Department																										
Language and Cultural Studies	AA	8													3	38%	5	63%								
Public Service Administration Program																										
Public Service Administration	AAS	15													9	60%	4	27%	2	13%						
Public Service Administration	CT1	11													8	73%	3	27%								
Social Sciences Department																										
Social Behavioral Sciences	AA	406									1	<1%			294	72%	90	22%	11	3%	5	1%	4	1%	1	<1%
Women's Studies Department																										
Women's Studies	AA	1													1	100%										
LASS Division Totals		**4627**	**1**		**0**		**1**		**1**		**3**		**0**		**3270**		**1208**		**68**		**45**		**23**		**6**	
Nursing and Allied Health Division (NAH)																										
Associate Degree Nursing Program																										
Nursing	AAS	972			1	<1%	13	1%	21	2%	1	<1%	1	<1%	722	74%	148	15%	41	4%	10	1%	9	1%	5	1%

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Total Student Enrollment: Fall Headcount by Ethnicity and Gender (continued)

Academic Year 2001-2002 Headcount by Ethnicity and Gender		Fall 2002 Total Unduplicated	American Indian, Eskimo, or Aleut				Asian or Pacific Islander				Black, Non-Hispanic				Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien			
			F		M		F		M		F		M		F		M		F		M		F		M	
Department / Major	Degree		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Nursing and Allied Health Division (NAH)																										
Emergency Medical Technology Program																										
Emergency Medical Tech.	AAS	10													3	30%	5	50%			2	20%				
EMT-Paramedic	CT1	17													6	35%	9	53%			2	12%				
EMT-Basic	CT1	30													11	37%	18	60%							1	3%
EMT-Intermediate	CT1	16													7	44%	8	50%	1	6%						
Health and Medical Administrative Services Program																										
Health Information Tech.	AAS	31													26	84%	4	13%	1	3%						
Medical Coding Specialist	CT1	19							1	5%					15	79%	2	11%					1	5%		
Medical Information Specialist	CT1	34													29	85%	4	12%	1	3%						
Medical Transcription Special.	CT1	33													30	91%	2	6%	1	3%						
Vocational Nursing Program																										
Vocational Nursing	CT1	122							1	1%					101	83%	14	11%	5	4%			1	1%		
Vocational Nursing	CT2	148							1	1%					120	81%	22	15%	3	2%	2	1%				
Medical Assistant Technology Program																										
Medical Assistant Technology	AAS	17													15	88%	2	12%								
Medical Assistant Technology	CT1	24													18	75%	5	21%					1	4%		
Occupational Therapy Assistant Program																										
Occupational Therapy Asst.	AAS	83													65	78%	15	18%	2	2%	1	1%				
Patient Care Assistant Program																										
Patient Care Assistant	CT1	65													51	78%	12	18%	1	2%	1	2%				
Pharmacy Technology Program																										
Pharmacy Technology	AAS	27													16	59%	10	37%	1	4%						
Pharmacy Technology	CT1	31							1	3%					16	52%	14	45%								

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Total Student Enrollment: Fall Headcount by Ethnicity and Gender (continued)

Academic Year 2001-2002 Headcount by Ethnicity and Gender		Fall 2002 Total Unduplicated	American Indian, Eskimo, or Aleut				Asian or Pacific Islander				Black, Non-Hispanic				Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien			
			F		M		F		M		F		M		F		M		F		M		F		M	
Department / Major	Degree		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Nursing and Allied Health Division (NAH) (continued)																										
Physical Therapist Assistant Program																										
Physical Therapist Assistant	AAS	240					1	<1%							155	65%	76	32%	6	3%	2	1%				
Patient Care Assistant Program																										
Patient Care Assistant	CT1	65													51	78%	12	18%	1	2%	1	2%				
Radiologic Technology Program																										
Radiologic Technology	AAS	336													162	48%	162	48%	5	1%	6	2%			1	<1%
NAH Division Totals		**2255**	**0**		**1**		**14**		**25**		**1**		**1**		**1567**		**532**		**68**		**26**		**12**		**7**	
Technology Division (TECH)																										
Automotive Technology Program GM-ASEP																										
Automotive Technology	AAS	21													1	5%	20	95%								
Automotive Technology	CT1	97							1	1%					2	2%	92	95%			1	1%			1	1%
Ford Maint. and Light Repair	CT1	2															2	100%								
Heavy Equip. and Trans. Tech.	CT1	2															1	50%							1	50%
Paint and Refinishing	CT1	1															1	100%								
Computer Aided Drafting and Design Program																										
Architectural Drafting Special.	AAS	10													2	20%	8	80%								
Civil Drafting Specialization	AAS	1															1	100%								
Digital Imaging Specialization	AAS	1															1	100%								
Architectural Drafting Special.	CT1	10													4	40%	6	60%								
Computer Aided Drafting and Design Technology	CT1	131													19	15%	108	82%	1	1%	1	1%	1	1%	1	1%
Civil Drafting	CT1	1															1	100%								
Digital Imaging	CT1	1															1	100%								

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Total Student Enrollment: Fall Headcount by Ethnicity and Gender (continued)

Academic Year 2001-2002 Headcount by Ethnicity and Gender		Fall 2002 Total Unduplicated	Black, Non-Hispanic				Hispanic (any race)				American Indian, Eskimo, or Aleut				Asian or Pacific Islander				White, Non-Hispanic				Other or Non-Resident Alien			
			F		M		F		M		F		M		F		M		F		M		F		M	
Department / Major	Degree		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Technology Division (TECH) (continued)																										
Diesel Technology Program																										
Diesel Technology	AAS	4							4	100%																
Diesel Technology	CT1	25					1	4%	22	88%											1	4%			1	4%
Electronic and Computer Maintenance Technology Program																										
Biomed. Equip. Tech. Special.	AAS	8							7	88%											1	13%				
Computer Support Specialist	AAS	8					1	13%	5	63%											2	25%				
Computer Maint. Tech. Special.	AAS	36					2	6%	33	92%													1	3%		
Elect. and Comp. Maint. Tech.	AAS	48					1	2%	45	94%											2	4%				
Electronic Servicing Tech.	AAS	2					1	50%	1	50%																
Telecommunication Serv. Tech	AAS	10					3	30%	7	70%																
Computer Support Specialist	CT1	8					3	38%	5	63%																
Computer Maintenance Tech.	CT1	28					3	11%	23	82%															2	7%
Elect. and Comp. Maint. Tech.	CT1	83					2	2%	79	95%							1	1%			1	1%				
Telecommunication Serv.Tech.	CT1	5							5	100%																
Heating, Ventilation, A/C Technology																										
Heating, Vent. and A/C Tech.	AAS	13							13	100%																
Heating, Vent. and A/C Tech.	CT1	101					6	6%	92	91%									1	1%	2	2%				
Precision Manufacturing Program																										
Precision Manufacturing Tech.	AAS	11							11	100%																
Industrial Systems Maint. Tech.	CT1	6							6	100%																
Precision Manufacturing Tech.	CT1	12					1	8%	11	92%																
TECH Division Totals		**707**	**0**		**0**		**53**		**631**		**0**		**0**		**0**		**2**		**2**		**11**		**2**		**6**	

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Total Student Enrollment: Fall Headcount by Ethnicity and Gender (continued)

Academic Year 2001-2002 Headcount by Ethnicity and Gender		Fall 2002 Total Unduplicated	American Indian, Eskimo, or Aleut				Asian or Pacific Islander				Black, Non-Hispanic				Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien			
			F		M		F		M		F		M		F		M		F		M		F		M	
Department / Major	Degree		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Undecided																										
Non-Degree Seeking or Undecided	UND	112					2	2%	2	2%					57	51%	37	33%	10	9%	1	1%	3	3%		
Degree-Seeking Undeclared	UND	3219			1	<1%	31	1%	16	<1%			1	<1%	1749	54%	1149	36%	141	4%	113	4%	9	<1%	9	<1%
STCC Totals		**13695**	**1**		**2**		**57**		**53**		**4**		**3**		**8046**		**4812**		**334**		**257**		**72**		**52**	

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Total Student Enrollment History: Fall Headcount by Student Declared Major

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Business, Math and Science Division (BMS)						
Biology Department						
Biology	A.S.	238	194	238	232	222
Environmental Management	A.A.S.					5
Business Administration Academic Program						
Transfer Plan	A.A.	288	463	546	594	720
Business Administration Career Program						
Accounting	A.A.S.	236	257	258	261	237
Banking	A.A.S.			30	41	41
Business Supervision	A.A.S.	156	126	84	61	15
E-Commerce	A.A.S.				15	8
Import / Export	A.A.S.		8	66	54	35
Logistics Management	A.A.S.				1	7
Management	A.A.S.				23	59
Marketing	A.A.S.				11	24
Tech Prep Enhanced Skills - Business Administration (deactivated 8/99)	*Certificate*	*18*	7			
Accounting Clerk	Certificate	129	119	91	163	116
Banking	Certificate				8	15
E-Commerce	Certificate					1
Import / Export	Certificate			4	27	29
Logistics	Certificate				2	2
Management	Certificate				22	26
Marketing	Certificate				11	15
Business Computer Systems Program						
Computer Specialist	A.A.S.	192	187	199	175	146
Database Administrator	A.A.S.					2
Minicomputer Specialist	A.A.S.		5	16	17	8
Multimedia Specialist	A.A.S.					1

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Total Student Enrollment History: Fall Headcount by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Business, Math and Science Division (continued)						
Networking Specialist	A.A.S.	81	128	122	148	124
Webmaster Specialist	A.A.S.				4	13
Computer Science Program						
Computer Information Systems	A.S.	100	129	179	159	149
Computer Science	A.S.	141	169	181	178	159
Culinary Arts Program						
Culinary Arts	A.A.S.	23	18	36	35	30
Commercial Cooking	Certificate	7	9	12	13	13
Engineering Department						
Engineering	A.S.	90	112	159	199	225
Hospitality and Tourism Program						
Hotel / Motel Specialist	Certificate		5	4	7	9
Travel and Tourism Specialist	Certificate	30	22	16	18	12
Legal Assisting Program						
Legal Assisting	A.A.S.	104	105	66	85	84
Mathematics Department						
Mathematics	A.S.	49	44	46	47	39
Physical Sciences Department						
Chemistry	A.S.			5	26	36
Physics	A.S.	7	6	2	3	3
Professional Office Technology Program						
Administrative Assistant	A.A.S.	62	47	51	62	47
Legal Secretary	A.A.S.	48	25	17	12	10
Secretary	Certificate	41	39	34	31	25
Word Processing Specialist	Certificate	133	94	95	82	63
Business, Math and Science Division Subtotal		**2,173**	**2,318**	**2,557**	**2,827**	**2,775**

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Total Student Enrollment History: Fall Headcount by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Liberal Arts and Social Sciences Division (LASS)						
Child Care and Development Program						
Child Care and Development	A.A.S.	78	192	194	206	247
Early Childhood Education	A.A.					58
Infant and Toddler Specialization	Certificate		4	35	43	66
Pre-School Specialization	Certificate		49	78	99	102
Communication and Creative Arts Department						
Fine Arts with Visual Arts Concentration	A.A.	71	69	83	77	91
Fine Arts with Music Concentration	A.A.		1	35	48	53
Criminal Justice and Social Sciences Department						
Criminal Justice	A.A.					264
Criminal Justice	A.S.	416	644	664	674	429
Social and Behavioral Sciences	A.A.	803	550	395	405	406
Education Department						
Teacher Education Preparation	A.A.	1,315	951	344	72	25
Elementary Education Concentration	A.A.		387	1,021	1,397	1,711
Middle School Education Concentration	A.A.					51
High School Concentration	A.A.		54	323	560	725
English Department						
English	A.A.					10
Health and Human Services Program						
Health and Human Services	A.A.S.	269	257	289	212	200
History / Government / Philosophy Department						
History	A.A.					11
Philosophy	A.A.					3
Political Science (Government)	A.A.					9
Interdisciplinary Studies / Liberal Arts Department						
Interdisciplinary Studies	A.A.					64
Liberal Arts	A.A.	298	183	161	148	67

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Total Student Enrollment History: Fall Headcount by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Liberal Arts and Social Sciences Division (continued)						
Language and Cultural Studies Department						
Language and Cultural Studies	A.A.					8
Public Service Administration Program						
Public Service Administration	A.A.S.	44	54	24	22	15
Public Service Administration	Certificate				2	11
Women's Studies Department						
Women's Studies	A.A.		2	1	5	1
Liberal Arts and Social Sciences Subtotal		**3,294**	**3,397**	**3,647**	**3,970**	**4,627**
Nursing and Allied Health Division						
Associate Degree Nursing Program						
Nursing	A.A.S.	35	344	631	727	972
Emergency Medical Technology Program						
Emergency Medical Technology	A.A.S.	52	40	11	10	10
EMT - Paramedic	Certificate	10		13	39	17
EMT - Intermediate	Certificate	43	31	13	10	30
EMT - Basic	Certificate	20	27	38	23	16
Health and Medical Administrative Services Program						
Health Information Technology	A.A.S.	54	42	36	31	31
Tech Prep Enhanced Skills - Health Information (deactivated 8/00)	*Certificate*		*1*			
Health Unit Coordination Technology (deactivated 8/02)	*Certificate*	*36*	*27*	*12*	*2*	
Medical Coding Specialist	Certificate				12	19
Medical Assistant Technology Program						
Medical Assistant Technology	A.A.S.					17
Medical Assistant Technology	Certificate					24

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Total Student Enrollment History: Fall Headcount by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Nursing and Allied Health Division						
Medical Information Department						
Medical Information Specialist	Certificate	86	73	37	33	34
Medical Transcriptionist	Certificate	51	43	58	42	33
Occupational Therapy Assistant Program						
Occupational Therapy Assistant	A.A.S.	250	211	133	96	83
Patient Care Assistant Program						
Patient Care Assistant	Certificate	105	73	56	49	65
Pharmacy Technology Program						
Pharmacy Technology	A.A.S.					27
Pharmacy Technology	Certificate				8	31
Physical Therapist Assistant Program						
Physical Therapist Assistant	A.A.S.	239	288	229	207	240
Radiologic Technology Program						
Radiologic Technology	A.A.S.	299	314	252	263	336
Vocational Nursing Program						
Vocational Nursing	Certificate	736	479	317	235	270
Nursing and Allied Health Division Subtotal		**2,016**	**1,993**	**1,836**	**1,787**	**2,255**
Technology Division						
Automotive Technology Program						
Automotive Technology	A.A.S.	28	15	23	30	21
Automotive Technology GM-ASEP	A.A.S.		16	16	15	21
Automotive Technology	Certificate	84	82	80	116	97
Ford Maintenance and Light Repair	Certificate					2
Paint and Refinishing	Certificate					1

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Total Student Enrollment History: Fall Headcount by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Technology Division (continued)						
Computer Aided Drafting and Design Program						
Architectural Drafting Specialization	A.A.S.					10
Civil Drafting Specialization	A.A.S.					1
Digital Imaging Specialization	A.A.S.					1
Architectural Drafting Specialization	Certificate					10
Civil Drafting	Certificate					1
Computer Aided Drafting and Design Technology	Certificate	127	174	175	171	131
Digital Imaging	Certificate					1
Diesel Technology Program						
Diesel Technology	A.A.S.	5	6	5	4	4
Diesel Technology	Certificate	16	18	23	25	27
Industrial Truck Technician (deactivated 12/98)	*Certificate*	*1*				
Electronic and Computer Maintenance Technology Program						
Biomedical Equipment Technology Specialization	A.A.S.					8
Computer Maintenance Technology Specialization	A.A.S.				27	36
Computer Support Specialist Specialization	A.A.S.					8
Electronic and Computer Maintenance Technology	A.A.S.	91	85	97	79	48
Electronic Servicing Technology	A.A.S.				2	2
Telecommunication Servicing Technology	A.A.S.				6	10
Computer Maintenance Technology	Certificate				32	28
Computer Support Specialist	Certificate					8
Electronic and Computer Maintenance Technology	Certificate	102	115	129	112	83
Electronic Servicing Technology (deactivated 8/02)	*Certificate*				2	
Telecommmunication Servicing Technology	Certificate				10	5
Heating, Ventilation and Air Conditioning Program						
Heating, Ventilation and Air Conditioning Technology	A.A.S.	14	12	12	13	13
Heating, Ventilation and Air Conditioning Technology	Certificate	88	116	111	84	101

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Total Student Enrollment History: Fall Headcount by Student Declared Major (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Technology Division (continued)						
Manufacturing Technology Program						
Precision Manufacturing Technology	A.A.S.	12	11	9	11	11
Industrial Systems Maintenance Technology	Certificate	5	13	13	7	6
Manufacturing Technology (deactivated 8/99)	*Certificate*	*10*	*3*	*1*		
Precision Manufacturing Technology	Certificate	19	20	18	11	12
Technology Division Subtotal		**602**	**686**	**712**	**757**	**707**
Undecided						
Non-degree Seeking or Undecided	Undeclared	270	164	102	98	112
Degree Seeking Undeclared	Undeclared	1,098	1,815	2,465	3,009	3,219
TOTAL		**9,453**	**10,373**	**11,319**	**12,448**	**13,695**

Note: OIRE has undertaken an extensive process to clean and clarify historical data, therefore numbers may not match prior Fact Books.

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure

Boxes with division (Div.) and department (Dept.) acronyms signify program location at that point in time. Yearly columns with empty areas indicate program inactivity. Numbers represent program head count during that fall semester.

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Business Division (BUS)						
Business Administration - Academic Department (BUSA)						
Business Administration	A.A.	*Div.: BUS Dept: BUSP*		542	590	*Div.: BMS Dept.: BUSA*
Business Administration - Career Department (BUSC)						
Accounting	A.A.S.	*Div.: BUS Dept.: BUSP*			262	*Div.: BMS Dept.: BUSC*
Banking	A.A.S.		*Div.: BUS Dept.: BUSP*		43	*Div.: BMS Dept.: BUSC*
General Business Supervision	A.A.S.	*Div.: BUS Dept.: BUSP*			1	
Business Supervision	A.A.S.	*Div.: BUS Dept.: BUSP*			60	*Div.: BMS Dept.: BUSC*
E-Commerce	A.A.S.				15	*Div.: BMS Dept.: BUSC*
Import / Export	A.A.S.	*Div.: BUS Dept.: BUSP*			53	*Div.: BMS Dept.: BUSC*
Logistics	A.A.S.				1	*Div.: BMS Dept.: BUSC*
Management	A.A.S.				23	*Div.: BMS Dept.: BUSC*
Marketing	A.A.S.				11	*Div.: BMS Dept.: BUSC*
Accounting	Certificate	*Div.: BUS Dept.: BUSP*			165	*Div.: BMS Dept.: BUSC*
Banking	Certificate				8	*Div.: BMS Dept.: BUSC*

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Business Division (BUS) (continued)						
Import / Export	Certificate			*Div.: BUS Dept.: BUSP*	27	*Div.: BMS Dept.: BUSC*
Logistics	Certificate				2	*Div.: BMS Dept.: BUSC*
Management	Certificate				22	*Div.: BMS Dept.: BUSC*
Marketing	Certificate				11	*Div.: BMS Dept.: BUSC*
Business Administration Department (BUSP)						
Accounting	A.A.S.	233	259	260	*Div.: BUS Dept.: BUSC*	*Div.: BMS Dept.: BUSC*
Banking	A.A.S.			30	*Div.: BUS Dept.: BUSC*	*Div.: BMS Dept.: BUSC*
Business Administration	A.A.	286	459	*Div.: BUS Dept.: BUSA*		*Div.: BMS Dept.: BUSA*
General Business Supervision	A.A.S.	37	15	2	*Div.: BUS Dept.: BUSC*	
Business Supervision	A.A.S.	89	106	85	*Div.: BUS Dept.: BUSC*	*Div.: BMS Dept.: BUSC*
Import / Export	A.A.S.		8	67	*Div.: BUS Dept.: BUSC*	*Div.: BMS Dept.: BUSC*
Business Management	A.A.S.	35	8			
Accounting	Certificate	130	118	91	*Div.: BUS Dept.: BUSC*	*Div.: BMS Dept.: BUSC*
Business Administration	Certificate	16	6			
Import / Export	Certificate			4	*Div.: BUS Dept.: BUSC*	*Div.: BMS Dept.: BUSC*

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Business Division (BUS) (continued)						
Business Computer Systems Department (BCSP)						
Computer Specialist	A.A.S.	*Div.: BUS Dept.: IMGT*	185	201	175	*Div.: BMS Dept.: BCSP*
Minicomputer Specialist	A.A.S.		7	16	17	*Div.: BMS Dept.: BCSP*
Networking Specialist	A.A.S.	*Div.: BUS Dept.: IMGT*	128	123	148	*Div.: BMS Dept.: BCSP*
Webmaster Specialist	A.A.S.				4	*Div.: BMS Dept.: BCSP*
Computer Science Department (COSC)						
Computer Information Systems	A.S.	103	136	178	159	*Div.: BMS Dept.: COSC*
Computer Science	A.S.	139	165	181	180	*Div.: BMS Dept.: COSC*
Computerized Office Technology Department (COTP)						
Administrative Assistant	A.A.S.	62	48	*Div.: BUS Dept.: POFT*		*Div.: BMS Dept.: POFT*
Legal Secretary	A.A.S.	46	23	*Div.: BUS Dept.: POFT*		*Div.: BMS Dept.: POFT*
Secretary (94-95 Catalog Contingent)	Certificate	1			*Div.: BUS Dept.: POFT*	
Secretary Science	Certificate	41	40	*Div.: BUS Dept.: POFT*		*Div.: BMS Dept.: POFT*
Word Processing Clerk	Certificate	133	94	*Div.: BUS Dept.: POFT*		*Div.: BMS Dept.: POFT*
Criminal Justice Department (CRIJ)						
Criminal Justice (97-98 Catalog Contingent)	A.S.	388		50		

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Business Division (BUS) (continued)						
Culinary Arts Department (CULN)						
Culinary Arts	A.A.S.	*Div.: SBS Dept.: CULN*	18	36	35	*Div.: BMS Dept.: CULN*
Commercial Cooking	Certificate	*Div.: SBS Dept.: CULN*	9	13	13	*Div.: BMS Dept.: CULN*
Information Management Technology Department (IMGT)						
Computer Specialist	A.A.S.	191	*Div.: BUS Dept.: BCSP*			*Div.: BMS Dept.: BCSP*
Networking Specialist	A.A.S.	82	*Div.: BUS Dept.: BCSP*			*Div.: BMS Dept.: BCSP*
Legal Assisting Department (LEGL)						
Legal Assistant	A.A.S.	104	107	67	85	*Div.: BMS Dept.: LGLA*
Professional Office Technology Department (POFT)						
Administrative Assistant	A.A.S.	*Div.: BUS Dept.: COTP*		50	61	*Div.: BMS Dept.: POFT*
Legal Secretary	A.A.S.	*Div.: BUS Dept.: COTP*		16	12	*Div.: BMS Dept.: POFT*
Secretary (94-95 Catalog Contingent)	Certificate	*Div.: BUS Dept.: COTP*			2	
Secretary Science	Certificate	*Div.: BUS Dept.: COTP*		34	30	*Div.: BMS Dept.: POFT*
Word Processing Clerk	Certificate	*Div.: BUS Dept.: COTP*		97	82	*Div.: BMS Dept.: POFT*
Public Service Administration Department (PSAP)						
Public Service Administration Program	A.A.S.	41	53	24	23	*Div.: LASS Dept.: PSAP*
Public Service Administration Program	Certificate				2	*Div.: LASS Dept.: PSAP*
Business Division Subtotal		**2,157**	**1,992**	**2,167**	**2,322**	**0**

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Business, Math, and Science Division (BMS)						
Biology Department (BIOL)						
Biology	A.S.	*Div.: MSC Dept.: BIOL*				222
Environmental Management	A.A.S.					5
Business Administration Academic Program (BUSA)						
Transfer Plan	A.A.	*Div.: BUS Dept.: BUSP*		*Div.: BUS Dept.: BUSA*		720
Business Administration Career Department (BUSC)						
Accounting	A.A.S.	*Div.: BUS Dept.: BUSP*			*Div.: BUS Dept.: BUSC*	237
Banking	A.A.S.		*Div.: BUS Dept.: BUSP*		*Div.: BUS Dept.: BUSC*	41
Business Supervision	A.A.S.	*Div.: BUS Dept.: BUSP*			*Div.: BUS Dept.: BUSC*	15
E-Commerce	A.A.S.			*Div.: BUS Dept.: BUSC*		8
Import/Export	A.A.S.	*Div.: BUS Dept.: BUSP*			*Div.: BUS Dept.: BUSC*	35
Logistics Management	A.A.S.				*Div.: BUS Dept.: BUSC*	7
Management	A.A.S.				*Div.: BUS Dept.: BUSC*	59
Marketing	A.A.S.				*Div.: BUS Dept.: BUSC*	24
Accounting Clerk	Certificate	*Div.: BUS Dept.: BUSP*			*Div.: BUS Dept.: BUSC*	116
Banking	Certificate				*Div.: BUS Dept.: BUSC*	15

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Business, Math, and Science Division (BMS) (continued)						
E-Commerce	Certificate					1
Import/Export	Certificate			*Div.: BUS Dept.: BUSP*	*Div.: BUS Dept.: BUSC*	29
Logistics	Certificate				*Div.: BUS Dept.: BUSC*	2
Management	Certificate				*Div.: BUS Dept.: BUSC*	26
Marketing	Certificate				*Div.: BUS Dept.: BUSC*	15
Business Computer Systems Program (BCSP)						
Computer Specialist	A.A.S.	*Div.: BUS Dept.: IMGT*	*Div.: BUS Dept.: BCSP*			146
Database Administrator	A.A.S.					2
Minicomputer Specialist	A.A.S.	*Div.: BUS Dept.: BCSP*				8
Multimedia Specialist	A.A.S.					1
Networking Specialist	A.A.S.	*Div.: BUS Dept.: IMGT*	*Div.: BUS Dept.: BCSP*			124
Webmaster Specialist	A.A.S.				*Div.: BUS Dept.: BCSP*	13
Computer Science Program (COSC)						
Computer Information Systems	A.S.	*Div.: BUS Dept.: COSC*				149
Computer Science	A.S.	*Div.: BUS Dept.: COSC*				159

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Business, Math, and Science Division (BMS) (continued)						
Culinary Arts Program (CULN)						
Culinary Arts	A.A.S.	*Div.: SBS Dept.: CULN*	*Div.: BUS Dept.: CULN*			30
Commercial Cooking	Certificate	*Div.: SBS Dept.: CULN*	*Div.: BUS Dept.: CULN*			13
Engineering Department (ENGR)						
Engineering	A.S.	*Div.: MSC Dept.: ENGR*				225
Hospitality and Tourism Program (HOSP)						
Hotel/Motel Specialist	Certificate	*Div.: SBS Dept.: HOSP*				9
Travel and Tourism Specialist	Certificate	*Div.: SBS Dept.: HOSP*				12
Legal Assisting Program (LEGL)						
Legal Assistant	A.A.S.	*Div.: BUS Dept.: LGLA*				84
Mathematics Department (MATH)						
Mathematics	A.S.	*Div.: MSC Dept.: MATH*				39
Physics Department (PHYS)						
Chemistry	A.S.			*Div.: MSC Dept.: CHEM*		36
Interdisciplinary Studies in Physics	A.S.	*Div.: MSC Dept.: PHYS*				3
Professional Office Technology (POFT) Program						
Administrative Assistant	A.A.S.	*Div.: BUS Dept.: COTP*		*Div.: BUS Dept.: POFT*		47

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Business, Math, and Science Division (BMS) (continued)						
Legal Secretary	A.A.S.	*Div.: BUS Dept.: COTP*		*Div.: BUS Dept.: POFT*		10
Secretary	Certificate	*Div.: BUS Dept.: COTP*		*Div.: BUS Dept.: POFT*		25
Word Processing Specialist	Certificate	*Div.: BUS Dept.: COTP*		*Div.: BUS Dept.: POFT*		63
Business, Math. And Science Division Subtotal		**0**	**0**	**0**	**0**	**2,775**
Communication/Arts/Humanities Division (CAH)						
Fine Arts Department (FINA)						
Fine Arts	A.A.	71	69	83	76	*Div.: LASS Dept.: CCA*
Music	A.A.		1	36	48	*Div.: LASS Dept.: CCA*
Liberal Arts Department (LIBA)						
Liberal Arts	A.A.	290	182	161	148	*Div.: LASS Dept.: LIBA*
Teacher Education Department (TEP)						
Teacher Education Preparation	A.A.	1,318	942	350	74	*Div.: LASS Dept.: EDUC*
Teacher Education Preparation - Elementary	A.A.		390	1,012	1,391	*Div.: LASS Dept.: EDUC*
Teacher Education Preparation - Secondary	A.A.		57	330	564	*Div.: LASS Dept.: EDUC*
Communication/Arts/Humanities Division Subtotal		**1,679**	**1,641**	**1,972**	**2,301**	**0**

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Liberal Arts and Social Sciences Division (LASS)						
Child Care and Development Program (CDEC)						
Child Care and Development	A.A.S.	*Div.: SBS Dept.: CCDA*				247
Early Childhood Education	A.A.					58
Infant and Toddler Specialization	Certificate	*Div.: SBS Dept.: CCDA*				66
Pre-School Specialization	Certificate	*Div.: SBS Dept.: CCDA*				102
Communication and Creative Arts Department (CCA)						
Fine Arts with Visual Arts Concentration	A.A.	*Div.: CAH Dept.: FINA*				91
Fine Arts with Music Concentration	A.A.		*Div.: CAH Dept.: FINA*			53
Criminal Justice Department (CRIJ)						
Criminal Justice	A.A.					264
Criminal Justice	A.S.	*Div.: SBS Dept.: CRIJ*				429
Education Department (EDUC)						
Teacher Education Preparation	A.A.	*Div.: CAH Dept.: TEP*				25
Elementary Education Concentration	A.A.		*Div.: CAH Dept.: TEP*			1,711
Middle School Education Concentration	A.A.					51
High School Concentration	A.A.		*Div.: CAH Dept.: TEP*			725

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Liberal Arts and Social Sciences Division (LASS) (continued)						
English Department (ENGL)						
English	A.A.					10
Health and Human Services Program (HHSA)						
Health and Human Services	A.A.S.	*Div.: SBS Dept.: HHSA*				200
History / Government / Philosophy Department (HIST)						
History	A.A.					11
Philosophy	A.A.					3
Political Science (Government)	A.A.					9
Interdisciplinary Studies Department (INTD)						
Interdisciplinary Studies	A.A.					57
Liberal Arts	A.A.	*Div.: CAH Dept.: LIBA*				67
Language and Cultural Studies Department (LANG)						
Language and Cultural Studies	A.A.					8
Public Service Administration Program (PSAP)						
Public Service Administration	A.A.S.	*Div.: BUS Dept.: PSAP*				15
Public Service Administration	Certificate				*Div.: BUS Dept.: PSAP*	11

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Liberal Arts and Social Sciences Division (LASS) (continued)						
Social Sciences Department (SOBS)						
Interdisciplinary Studies	A.A.	*Div.: SBS Dept.: INTD*	*Div.: SBS Dept.: SOBS*			7
Social and Behavioral Sciences	A.A.		*Div.: SBS Dept.: SOBS*			406
Women's Studies Department (WMNS)						
Women's Studies	A.A.	*Div.: SBS Dept.: WMNS*				1
Liberal Arts and Social Sciences Division Subtotal		**0**	**0**	**0**	**0**	**4,627**
Math and Science Division (MSC)						
Biology Department (BIOL)						
Interdisciplinary Studies in Biology	A.S.	238	199	239	234	*Div.: BMS Dept.: BIOL*
Chemistry Department (CHEM)						
Chemistry	A.S.			5	26	*Div.: BMS Dept.: CHEM*
Engineering Department (ENGR)						
Interdisciplinary Studies in Engineering	A.S.	87	110	159	198	*Div.: BMS Dept.: ENGR*
Mathematics Department (MATH)						
Interdisciplinary Studies in Mathematics	A.S.	53	46	48	47	*Div.: BMS Dept.: MATH*
Physics Department (PHYS)						
Interdisciplinary Studies in Physics	A.S.	8	6	2	3	*Div.: BMS Dept.: PHYS*
Math and Science Division Subtotal		**386**	**361**	**453**	**508**	**0**

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Nursing and Allied Health Division (NAH)						
Associate Degree Nursing Program (ASDN)						
Nursing	A.A.S.	37	343	630	727	972
Emergency Medical Technology Program (EMTP)						
Emergency Medical Technology	A.A.S.	22	31	9	10	10
Emergency Medical Technology - Paramedic	A.A.S.	31	8			
Emergency Medical Technician	Certificate	24	3		1	
Emergency Medical Technology - Paramedic	Certificate	9		12	22	17
Emergency Medical Technology - Intermediate	Certificate	19	27	15	10	16
Emergency Medical Technology - Basic	Certificate	20	30	39	39	30
Health Information Technology Department (HITP)						
Health Information Technology	A.A.S.	53	41	35	31	31
Health Information Technology	Certificate		1			
Medical Coding Specialist	Certificate				12	19
Health Unit Coordinator Technology Department (HUCP)						
Health Care Unit Coordinator	Certificate	23	4			
Health Unit Coordination Technology	Certificate	14	26	14	3	

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Nursing and Allied Health Division (NAH) (continued)						
Licensed Vocational Nursing Program (LVN)						
Vocational Nursing	Certificate	723	464	320	234	270
Medical Assistant Technology Program (MDCA)						
Medical Assistant Technology	A.A.S.					17
Medical Assistant Technology	Certificate					24
Medical Information Program Department (MIPR)						
Medical Information Management Specialist	Certificate	75	23			
Medical Information Specialist	Certificate	9	46	37	34	34
Management Specialist	Certificate		1			
Transcription	Certificate	50	44	58	41	33
Occupational Therapy Assistant Program (OTAP)						
Occupational Therapy Assistant	A.A.S.	252	211	131	96	83
Pharmacy Technology Program (PHRA)						
Pharmacy Technology	A.A.S.					27
Pharmacy Technology	Certificate				8	31
Physical Therapist Assisting Program (PTAP)						
Physical Therapist Assistant	A.A.S.	235	284	227	207	240

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Nursing and Allied Health Division (NAH) (continued)						
Patient Care Assistant Program (PCA)						
Patient Care Assistant	Certificate	109	88	57	48	65
Radiologic Technology Program (RADT)						
Radiologic Technology	A.A.S.	295	315	251	264	336
Nursing and Allied Health Division Subtotal		**2,000**	**1,990**	**1,835**	**1,787**	**2,255**
Social and Behavioral Sciences Division (SBS)						
Criminal Justice Department (CRIJ)						
Criminal Justice	A.S.	30	644	616	675	*Div.: LASS Dept.: CRIJ*
Culinary Arts Department (CULN)						
Culinary Arts	A.A.S.	22	*Div.: BUS Dept.: CULN*			*Div.: BMS Dept.: CULN*
Commercial Cooking	Certificate	7	*Div.: BUS Dept.: CULN*			*Div.: BMS Dept.: CULN*
Early Childhood Development Department (CCDA)						
Child Care and Development	A.A.S.	77	193	193	205	*Div.: LASS Dept.: CDEC*
Child Care - Infant and Toddler	Certificate	0	4	37	44	*Div.: LASS Dept.: CDEC*
Child Care - Pre-School	Certificate	0	49	78	99	*Div.: LASS Dept.: CDEC*
Health and Human Services Department (HHSA)						
Health and Human Services	A.A.S.	269	256	289	212	*Div.: LASS Dept.: HHSA*

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Social and Behavioral Sciences Division (SBS) (continued)						
Hospitality and Tourism Department (HOSP)						
Hotel Front Desk Operations	Certificate	0	5	4	7	*Div.: BMS Dept.: HOSP*
Travel and Tourism	Certificate	29	22	16	18	*Div.: BMS Dept.: HOSP*
Interdisciplinary Studies Department (INTD)						
Interdisciplinary Studies	A.A.	819	*Div.: SBS Dept.: SOBS*			*Div.: LASS Dept.: SOBS*
Social and Behavioral Sciences Department (SOBS)						
Interdisciplinary Studies	A.A.	*Div.: SBS Dept.: INTD*	429	108	21	*Div.: LASS Dept.: SOBS*
Social and Behavioral Sciences	A.A.		131	288	383	*Div.: LASS Dept.: SOBS*
Women's Studies Department (WMNS)						
Women's Studies	A.A.	0	3	1	5	*Div.: LASS Dept.: WMNS*
Social and Behavioral Sciences Division Subtotal		**1,253**	**1,736**	**1,630**	**1,669**	**0**
Technology Division (TEC)						
Automotive Technology Program (AUTO)						
Automotive Technology	A.A.S.	26	23	24	30	21
Automotive Technology GM-ASEP	A.A.S.		16	16	16	21
Heavy Equipment and Transportation Technology	A.A.S.	*Div.: TEC Dept.: HETT*		5	2	
Paint and Refinishing	Certificate					1

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Technology Division (TEC) (continued)						
Automotive Technology	Certificate	86	74	82	116	97
Ford Maintenance and Light Repair	Certificate					2
Heavy Equipment and Transportation Technology	Certificate	*Div.: TEC Dept.: HETT*		22	11	2
Computer Aided Drafting and Design Program (DFTG)						
Architectural Drafting Specialization	A.A.S.					10
Civil Drafting	A.A.S.					1
Digital Imaging	A.A.S.					1
Architectural Drafting Specialization	Certificate					10
Civil Drafting	Certificate					1
Computer Assisted Drafting and Design Technology	Certificate	129	173	173	171	131
Digital Imaging	Certificate					1
Diesel Technology Program (DISL)						
Diesel Technology	A.A.S.				2	4
Diesel Technology	Certificate			1	15	25
Electronic and Computer Maintenance Technology Program (ELCT)						
Biomedical Equipment Technology Specialization	A.A.S.					8

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Technology Division (TEC) (continued)						
Computer Maintenance Technology Specialization	A.A.S.		0	1	28	36
Computer Support Specialist	A.A.S.		0	0	0	8
Electronic and Computer Maintenance Technology	A.A.S.	90	82	95	78	48
Electronic Servicing Technology	A.A.S.		0	0	2	2
Telecommunication Servicing Technology	A.A.S.		0	0	6	10
Computer Maintenance Technology	Certificate		0	1	32	28
Computer Support Specialist	Certificate					8
Electronic Servicing Technology	Certificate		0	0	2	
Electronic and Computer Maintenance Technology	Certificate	103	117	128	112	83
Telecommmunication Servicing Technology	Certificate		0	0	10	5
Heavy Equipment and Transportation Department (HETT)						
Heavy Equipment and Transportation Technology	A.A.S.	5	6	*Div.: TEC Dept.: AUTO*		
Diesel Mechanics	Certificate	0	1			
Heavy Equipment and Transportation Technology	Certificate	15	16	*Div.: TEC Dept.: AUTO*		
Industrial Truck Technician	Certificate	1				

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Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure (continued)

Fall Semester Head Count by Student Declared Major		1998 #	1999 #	2000 #	2001 #	2002 #
Technology Division (TEC) (continued)						
Heating, Ventilation and Air Conditioning Program (HVAC)						
Heating, Ventilation and Air Conditioning Technology	A.A.S.	14	13	12	13	13
Heating, Ventilation and Air Conditioning Technology	Certificate	88	117	113	84	101
Air Conditioning / Refrigeration Technology	Certificate	1				
Manufacturing Technology Program (PMTD)						
Precision Manufacturing Technology	A.A.S.	12	13	9	11	11
Industrial Systems Maintenance Technology	Certificate	5	13	12	6	6
Manufacturing Technology	Certificate	9	3	1		
Precision Manufacturing Technology	Certificate	20	18	18	11	10
Precision Manufacturing	Certificate	0	0	0	0	2
Technology Division Subtotal		**604**	**685**	**713**	**758**	**707**
Undecided						
Non-degree Seeking or Undecided	Undeclared	268	161	100	99	112
Degreee Seeking Undeclared	Undeclared	1,106	1,807	2,449	3,004	3,219
TOTAL		**9,453**	**10,373**	**11,319**	**12,448**	**13,695**

OIRE has undertaken an extensive process to clean and clarify historical data, therefore numbers may not match prior Fact Books.

* Catalog Contingent designates students completing a degree plan that began before the dates on this chart.

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Total Student Contact Hours by Campus and Division

Fall Semester Contact Hours by Division and Department/Program	Fall 2002 Total	Pecan #	Downtown #	CAAT #	NAHC #	Mid-Valley #	Starr Co. #	Other* #
Business, Math and Science Division								
Biology	205,248	139,104				33,120	18,144	14,880
Business Administration Academic Program	63,696	40,752	3,120			7,056	816	11,952
Business Administration Career Program	47,872	34,992	4,336			3,056	1,504	3,984
Business Computer Systems	68,992	26,080		26,960		7,792	3,840	4,320
Computer Science	159,600	77,360	14,000	1,040		34,800	12,800	19,600
Culinary Arts	6,592	6,592						
Hospitality and Tourism Program	2,080	1,072	1,008					
Legal Assisting	4,192	4,192						
Mathematics	118,864	68,208	2,368	1,824	576	16,080	5,232	24,576
Physical Sciences	67,008	53,664				7,200	5,184	960
Professional Office Technology	19,600	15,760				2,160	1,680	0
Travel	624	624						
Business, Math and Science Subtotal	**763,744**	**467,776**	**24,832**	**29,824**	**576**	**111,264**	**49,200**	**80,272**
Developmental Studies Division								
English	75,712	47,808	5,824			13,056	7,552	1,472
Mathematics	241,216	135,296	29,120	2,624		49,536	24,640	
Reading	70,272	42,944	4,032			16,704	6,592	
Developmental Studies Subtotal	**387,200**	**226,048**	**38,976**	**2,624**	**0**	**79,296**	**38,784**	**1,472**
Liberal Arts and Social Sciences Division								
Anthropology	2,688	2,688						
Art	43,008	29,664				6,960	3,072	3,312
Child Care and Development	53,120	19,632				16,688	15,552	1,248
College Success	102,048	55,296	12,336			23,904	10,512	
Criminal Justice	18,096	12,912	624			2,784	1,776	
Education	6,768	4,368	912				768	720
English	169,776	77,568	9,408	1,248	912	28,032	10,656	41,952
Government	93,744	39,648	7,968			20,688	8,592	16,848
Health and Human Services	15,600	10,608				2,736	2,256	

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Total Student Contact Hours by Campus and Division (continued)

Fall Semester Contact Hours by Division and Department/Program	Fall 2002 Total	Pecan #	Downtown #	CAAT #	NAHC #	Mid-Valley #	Starr Co. #	Other* #
Liberal Arts and Social Sciences Division (continued)								
History	152,304	80,496	5,808		960	27,120	10,176	27,744
Humanities	4,512	3,168						1,344
Kinesiology and Health Education	36,768	10,896				3,024	2,448	20,400
Language and Cultural Studies	104,176	54,256	2,256			17,024	8,160	22,480
Music	17,984		11,584			4,128	1,152	1,120
Psychology	65,856	35,808	3,744		720	11,664	4,896	9,024
Public Service Administration	4,416	2,304	1,200					912
Sociology	21,264	9,408	2,208			3,312	2,400	3,936
Social Science	96							96
Speech	87,360	38,208	16,608		2,064	15,312	12,240	2,928
Teacher Preparation 2+2	23,664	10,896	3,360			6,624	2,784	
Liberal Arts and Social Sciences Subtotal	**1,024,704**	**498,272**	**79,024**	**1,248**	**4,656**	**190,000**	**97,440**	**154,064**
Nursing and Allied Health Division								
Associate Degree Nursing	78,261				77,109	1,152		
Emergency Medical Technology	23,824				23,824			
Health Care Unit Coordinator	32,128	576			17,920	6,144	2,256	5,232
Medical Assistant	7,952				7,952			
Medical Information Program	7,264				7,264			
Occupational Therapy Assistant	7,648				7,648			
Patient Care Assistant	13,856	960			6,976		352	5,568
Pharmacy Technology	7,504	6,384			1,120			
Physical Therapist Assistant	8,016				8,016			
Radiologic Technology	13,424				13,424			
Vocational Nursing	49,824				34,336	15,488		
Nursing and Allied Health Subtotal	**249,701**	**7,920**	**0**	**0**	**205,589**	**22,784**	**2,608**	**10,800**

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Total Student Contact Hours by Campus and Division (continued)

Fall Semester Contact Hours by Division and Department/Program	Fall 2002 Total	Pecan #	Downtown #	CAAT #	NAHC #	Mid-Valley #	Starr Co. #	Other* #
Technology Division								
Automotive Technology	45,504	1,664		40,000			3,840	
Computer Aided Drafting and Design	30,752			29,984		768		
Electronic and Computer Maintenance Tech.	48,016			39,968		7,712	336	
Heating, Ventilation and Air Conditioning	30,576			30,576				
Heavy Equipment and Transportation	7,312			7,312				
Precision Manufacturing	8,304			8,304				
Manufacturing Technology	256			256				
Technology Subtotal	**170,720**	**1,664**	**0**	**156,400**	**0**	**8,480**	**4,176**	**0**
TOTAL CONTACT HOURS	**2,594,613**	**1,201,232**	**141,824**	**190,096**	**210,821**	**411,824**	**192,208**	**246,608**

*Other includes temporary facilities.

This report is course based and department breakdown may differ from reports based on majors.

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Total Student Contact Hours: History by Division and Department

Fall Semester Contact Hours by Division and Department/Program	1998 #	1999 #	2000 #	2001 #	2002 #
Business, Math and Science Division					
Biology	232,224	180,432	179,664	177,440	205,248
Business Administration - Academic Program	43,536	25,440	33,984	36,768	40,800
Business Administration - Career Program	33,600	51,216	55,936	72,048	70,768
Business Computer Systems	217,440	230,608	222,480	212,080	228,592
Culinary Arts	5,440	6,208	7,920	7,808	6,592
Hospitality and Tourism	5,136	4,400	2,144	3,072	2,080
Legal Assisting	7,200	7,040	7,392	4,480	6,112
Mathematics	83,280	101,360	113,424	109,488	118,864
Physical Sciences	46,464	40,272	38,880	50,560	67,008
Professional Office Technology	38,704	33,728	26,032	29,440	17,680
Business, Math and Science Divison Subtotal	**713,024**	**680,704**	**687,856**	**703,184**	**763,744**
Developmental Studies Division					
English	52,128	56,576	54,144	65,280	75,712
Mathematics	185,088	203,840	215,296	222,848	241,216
Reading	35,360	51,520	53,632	59,840	70,272
Developmental Studies Division Subtotal	**272,576**	**311,936**	**323,072**	**347,968**	**387,200**
Liberal Arts and Social Sciences Division					
Anthropology	2,352	2,400	1,584	2,064	2,688
Child Care and Development	8,688	38,096	44,960	50,528	53,120
College Success	106,416	97,008	86,064	89,184	102,048
Criminal Justice	21,744	24,528	23,184	26,832	18,096
English	118,416	151,392	166,224	161,952	169,776
Fine Arts	45,072	46,032	55,552	60,512	65,504
Government	43,584	50,640	64,704	74,880	93,744
Health and Human Services	13,248	15,840	18,736	16,208	15,600
History	70,320	83,520	94,752	122,544	152,304
Language and Cultural Studies	47,664	59,056	69,200	91,296	104,176
Kinesiology and Health Education	18,624	22,928	27,120	40,880	36,768
Psychology	45,600	57,264	69,504	64,800	65,856
Public Service Administration	2,400	4,368	2,688	2,832	4,416

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Total Student Contact Hours: History by Division and Department (continued)

Fall Semester Contact Hours by Division and Department/Program	1998 #	1999 #	2000 #	2001 #	2002 #
Liberal Arts and Social Sciences Division (continued)					
Social Sciences	640	384	64	0	96
Sociology	35,328	42,096	44,400	42,192	21,264
Speech	61,296	58,848	59,216	66,624	87,360
Teacher Preparation	12,144	12,432	17,856	23,088	30,432
Liberal Arts and Social Sciences Division Subtotal	**653,536**	**766,832**	**845,808**	**936,416**	**1,023,248**
Nursing and Allied Health Division					
Associate Degree Nursing	15,200	34,128	37,872	44,608	78,261
Emergency Medical Technology	16,608	22,240	19,856	27,680	23,824
Health and Medical Administrative Services	60,192	52,128	30,320	29,296	47,344
Vocational Nursing	50,000	46,096	39,888	40,192	49,824
Occupational Therapy Assistant	5,824	5,424	6,480	6,384	7,648
Patient Care Assistant	23,648	18,464	12,832	12,896	13,856
Pharmacy Technology				2,400	7,504
Physical Therapist Assistant	3,776	6,560	6,944	7,840	8,016
Radiologic Technology	12,896	13,648	12,784	12,432	13,424
Nursing and Allied Health Division Subtotal	**188,144**	**198,688**	**166,976**	**183,728**	**249,701**
Technology Division					
Automotive Technology*	39,808	58,016	43,040	55,840	52,816
Computer Aided Drafting and Design	24,384	41,472	32,016	34,656	30,752
Electronic and Computer Maintenance Technology	42,960	39,408	50,496	55,840	48,016
Heating, Ventilation and Air Conditioning	26,448	38,976	33,712	28,896	30,576
Precision Manufacturing	7,056	9,088	6,336	7,408	8,560
Technology Division Subtotal	**140,656**	**186,960**	**165,600**	**182,640**	**170,720**
TOTAL CONTACT HOURS	**1,967,936**	**2,145,120**	**2,189,312**	**2,353,936**	**2,594,613**

*Automotive and Diesel Technology are presented as a combined unit here due to curricular changes that resulted in many shared courses. The combination of the two departments makes historical comparisons clearer.

OIRE has undertaken an extensive process to clean and clarify historical data, therefore numbers may not match prior Fact Books.

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Total Concurrent Enrollment Student Contact Hours: History by Division

Fall Semester	1998	1999	2000	2001	2002
Contact Hours by Division	#	#	#	#	#
Business, Math and Science Divison	4,880	6,560	33,024	51,312	57,968
Liberal Arts and Social Sciences Division	10,128	20,736	55,744	95,936	110,016
Nursing and Allied Health Division	-	-	720	2,640	10,368
Technology Division	-	-	3,200	7,616	0
Total Contact Hours	**15,008**	**27,296**	**92,688**	**157,504**	**178,352**

Note: Concurrent enrollment contact hours are included in Total Student Contact Hours: History by Division and Department (page 77).

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Total Student Contact Hours: Actual, Historical Organizational Structure

Boxes with division (Div.) and department (Dept.) acronyms signify program location at that point in time. Yearly columns with empty areas indicate program inactivity. Numbers represent program head count during that fall semester.

Fall Semester Contact Hours by Division and Department/Program	1998 #	1999 #	2000 #	2001 #	2002 #
Business, Math and Science Division (BMS)					
Biology (BIOL)	*Div.: MSC Dept.: BIOL*				205,248
Business Administration - Academic (BUSA)	*Div.: BUS Dept.: BUSP*		*Div.: BUS Dept.: BUSA*		40,800
Business Administration - Career (BUSC)	*Div.: BUS Dept.: BUSP*			*Div.: BUS Dept.: BUSC*	70,768
Business Computer Systems (BCSP)	*Div.: BUS Dept.: COSC*		*Div.: BUS Dept.: BCSP*		68,992
Computer Science (COSC)	*Div.: BUS Dept.: COSC*				159,600
Culinary Arts (CULN)	*Div.: SBS Dept.: CULN*	*Div.: BUS Dept.: CULN*			6,592
Hospitality and Tourism (HOSP)	*Div.: SBS Dept.: HOSP*				2,080
Legal Assisting (LEGL)	*Div.: BUS Dept.: LEGL*				6,112
Mathematics (MATH)	*Div.: MSC Dept.: MATH*				118,864
Physical Sciences (PHYS)	*Div.: MSC Dept.: PHYS*				67,008
Professional Office Technology (POFT)	*Div.: BUS Dept.: COTP*		*Div.: BUS Dept.: POFT*		17,680
Business, Math and Science Divison Subtotal	**0**	**0**	**0**	**0**	**763,744**
Business Division (BUS)					
Business Administration (BUSP)	77,136	76,656	55,936	*Div.: BUS Dept.: BUSC*	*Div.: BMS Dept.: BUSC*
Business Administration - Academic (BUSA)	*Div.: BUS Dept.: BUSP*		33,984	33,408	*Div.: BMS Dept.: BUSA*

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Total Student Contact Hours: Actual, Historical Organization (continued)

Fall Semester Contact Hours by Division and Department/Program	1998 #	1999 #	2000 #	2001 #	2002 #
Business Division (BUS) (continued)					
Business Administration - Career (BUSC)	*Div.: BUS Dept.: BUSP*			75,408	*Div.: BMS Dept.: BUSC*
Business Computer Systems (BCSP)	*Div.: BUS Dept.: COSC*		69,520	75,040	*Div.: BMS Dept.: BCSP*
Computer Science (COSC)	217,440	230,608	152,960	137,040	*Div.: BMS Dept.: COSC*
Computerized Office Technology (COTP)	38,704	33,728	*Div.: BUS Dept.: POFT*		*Div.: BMS Dept.: POFT*
Criminal Justice (CRIJ)	21,744	24,528	23,184	26,832	*Div.: LASS Dept.: CRIJ*
Culinary Arts (CULN)	*Div.: SBS Dept.: CULN*	6,208	7,920	7,808	*Div.: BMS Dept.: CULN*
Legal Assisting (LEGL)	7,200	7,040	7,392	4,480	*Div.: BMS Dept.: LEGL*
Professional Office Technology (POFT)	*Div.: BUS Dept.: COTP*		26,032	29,440	*Div.: BMS Dept.: POFT*
Public Service Administration (PSAP)	2,400	4,368	2,688	2,832	*Div.: LASS Dept.: PSAP*
Business Divison Subtotal	**364,624**	**383,136**	**379,616**	**392,288**	**0**
Communication, Arts, and Humanities Division (CAH)					
Fine Arts (FINA)	45,072	46,032	55,552	60,512	*Div.: LASS Dept.: CCA*
History (HIST)	70,320	83,520	94,752	122,544	*Div.: LASS Dept.: HIST*
Language and Cultural Studies (LANG)	47,664	59,056	69,200	91,296	*Div.: LASS Dept.: LANG*
Liberal Arts (LIBA)	118,416	151,392	166,224	161,952	*Div.: LASS Dept.: ENGL*
Speech (SPCH)	61,296	58,848	59,216	66,624	*Div.: LASS Dept.: SPCH*
Teacher Preparation (TEP)	12,144	12,432	17,856	23,088	*Div.: LASS Dept.: EDUC*
Communication, Arts, and Humanities Divison Subtotal	**354,912**	**411,280**	**462,800**	**526,016**	**0**

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Total Student Contact Hours: Actual, Historical Organization (continued)

Fall Semester Contact Hours by Division and Department/Program	1998 #	1999 #	2000 #	2001 #	2002 #
Developmental Studies Division (DEV)					
College Success (ORIN)	106,416	97,008	86,064	89,184	*Div.: LASS Dept.: ORIN*
Developmental Reading (ENDR)	35,360	51,520	53,632	59,840	70,272
English (ENGL)	52,128	56,576	54,144	65,280	75,712
Mathematics (MATH)	185,088	203,840	215,296	222,848	241,216
Developmental Studies Division Subtotal	**378,992**	**408,944**	**409,136**	**437,152**	**387,200**
Liberal Arts and Social Sciences Division (LASS)					
Anthropology (ANTH)					2,688
Child Care and Development (CDEC)	*Div.: SBS Dept.: CDEC*				53,120
College Success (ORIN)	*Div.: DEV Dept.: ORIN*				102,048
Communication and Creative Arts (CCA)	*Div.: CAH Dept.: FINA*				65,504
Criminal Justice (CRIJ)	*Div.: BUS Dept.: CRIJ*				18,096
Education (EDUC)	*Div.: CAH Dept.: TEP*				6,768
English (ENGL)	*Div.: CAH Dept.: LIBA*				169,776
Government (GOVT)	*Div.: SBS Dept.: GOVT*				93,744
Health and Human Services (HHSA)	*Div.: SBS Dept.: HHSA*				15,600
History (HIST)	*Div.: CAH Dept.: HIST*				152,304

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Total Student Contact Hours: Actual, Historical Organization (continued)

Fall Semester Contact Hours by Division and Department/Program	1998 #	1999 #	2000 #	2001 #	2002 #
Liberal Arts and Social Sciences Division (LASS) (continued)					
Language and Cultural Studies (LANG)	*Div.: CAH Dept.: LANG*				104,176
Kinesiology and Health Education (KINE)	*Div.: SBS Dept.: PHED*				36,768
Public Service Administration (PSAP)	*Div.: BUS Dept.: PSAP*				4,416
Speech (SPCH)	*Div.: CAH Dept.: SPCH*				87,360
Social Sciences (SSCI)	*Div.: SBS Dept.: SSCI*				87,216
Teacher Preparation (TEP)	*Div.: CAH Dept.: TEP*				23,664
Liberal Arts and Social Sciences Division Subtotal	**0**	**0**	**0**	**0**	**1,023,248**
Math and Science Division (MSC)					
Biology (BIOL)	232,224	180,432	179,664	177,440	*Div.: BMS Dept.: BIOL*
Mathematics (MATH)	83,280	101,360	113,424	109,488	*Div.: BMS Dept.: MATH*
Physical Sciences (PHYS)	46,464	40,272	38,880	50,560	*Div.: BMS Dept.: PHYS*
Math and Sciences Division Total	**361,968**	**322,064**	**331,968**	**337,488**	**0**
Nursing and Allied Health Division (NAH)					
Associate Degree in Nursing (ASDN)	15,200	34,128	37,872	44,608	78,261
Emergency Medical Technology (EMTT)	16,608	22,240	19,856	27,680	23,824
Health Care Unit Coordinator (HITP)	4,272	2,384	28,208	23,088	32,128

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Total Student Contact Hours: Actual, Historical Organization (continued)

Fall Semester Contact Hours by Division and Department/Program	1998 #	1999 #	2000 #	2001 #	2002 #
Nursing and Allied Health Division (NAH) (continued)					
Health Unit Coordinator Technology (HUCP) *	55,920	49,744	2,112	6,208	7,264
Medical Assistant (MDCA)					7,952
Occupational Therapy Assistant (OTAP)	5,824	5,424	6,480	6,384	7,648
Patient Care Assistant (PTCA)	23,648	18,464	12,832	12,896	13,856
Pharmacy Technology (PHRA)				2,400	7,504
Physical Therapy Assistant (PTAP)	3,776	6,560	6,944	7,840	8,016
Radiologic Technology (RADT)	12,896	13,648	12,784	12,432	13,424
Vocational Nursing (VNP)	50,000	46,096	39,888	40,192	49,824
Nursing and Allied Health Division Subtotal	**188,144**	**198,688**	**166,976**	**183,728**	**249,701**
Social and Behavioral Sciences Division (SBS)					
Child Care and Development (CDEC)	8,688	38,096	44,960	50,528	*Div.: LASS Dept.: CDEC*
Culinary Arts (CULN)	5,440	*Div.: BUS Dept.: CULN*			*Div.: BMS Dept.: CULN*
Government (GOVT)	43,584	50,640	64,704	74,880	*Div.: LASS Dept.: GOVT*
Health and Human Services (HHSA)	13,248	15,840	18,736	16,208	*Div.: LASS Dept.: HHSA*
Hospitality and Tourism (HOSP)	5,136	4,400	2,144	3,072	*Div.: BMS Dept.: HOSP*
Interdisciplinary Studies (INTD)	40,608	*Div.: SBS Dept.: SOBS*			*Div.: LASS Dept.: SSCI*

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Total Student Contact Hours: Actual, Historical Organization (continued)

Fall Semester Contact Hours by Division and Department/Program	1998 #	1999 #	2000 #	2001 #	2002 #
Social and Behavioral Sciences Division (SBS) (continued)					
Physical Education (PHED)	18,624	22,928	27,120	40,880	*Div.: LASS* *Dept.: KINE*
Social and Behavioral Sciences (SOBS)	*Div.: SBS* *Dept.: INTD*	57,264	69,504	63,552	*Div.: LASS* *Dept.: SSCI*
Social Sciences (SSCI)	43,312	44,880	46,048	45,504	*Div.: LASS* *Dept.: SSCI*
Social and Behavioral Sciences Division Subtotal	**178,640**	**234,048**	**273,216**	**294,624**	**0**
Technology Division (TEC)					
Automotive Technology (AUTO)	39,808	58,016	43,040	55,840	52,816
Computer Aided Drafting and Design (CADD)	24,384	41,472	33,456	34,656	30,752
Electronic and Computer Maintenance Technology (ELCT)	42,960	39,408	50,496	55,840	48,016
Heating, Ventilation and Air Conditioning (HVAC)	26,448	38,976	33,712	28,896	30,576
Manufacturing Technology (MCHN)	6,016	7,936	4,656	896	256
Precision Manufacturing (PMTD) **	1,040	1,152	240	6,512	8,304
Technology Division Subtotal	**140,656**	**186,960**	**165,600**	**182,640**	**170,720**
TOTAL CONTACT HOURS	**1,967,936**	**2,145,120**	**2,189,312**	**2,353,936**	**2,594,613**

* Medical Information Program and Health Unit Coordinator Technology are combined due to curricular changes that resulted in many shared courses.

** Industrial Systems Maintenance, Engineering Related Technology, and Precision Manufacturing are presented as a combined unit here due to curricular changes that resulted in many shared courses.

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Non-Traditional Gender Enrollment

Division/Program	Fall 1998 F	M	% NT	Gender	Fall 1999 F	M	% NT	Gender	Fall 2000 F	M	% NT	Gender
Business, Math and Science Division												
Business Administration/Accounting Clerk	94	35	27%		93	26	22%	M	72	19	21%	M
Hospitality and Tourism	21	8	28%		21	9	30%		24	3	11%	M
Legal Assisting	89	15	14%	M	84	22	21%	M	46	20	30%	
Professional Office Technology	244	40	14%	M	183	23	11%	M	171	26	13%	M
Liberal Arts and Social Sciences Division												
Child Care and Development	74	4	5%	M	235	10	4%	M	299	8	3%	M
Health and Human Services	218	51	19%	M	217	52	19%	M	214	43	17%	M
Nursing and Allied Health Division												
Associate Degree Nursing	33	2	6%	M	276	70	20%	M	510	121	19%	M
Health and Medical Admin. Services	194	33	15%	M	161	25	13%	M	123	20	14%	M
Occupational Therapy Assistant	179	71	28%		145	66	31%		98	35	26%	
Patient Care Assistant	82	23	22%	M	59	14	19%	M	45	11	20%	M
Vocational Nursing	571	165	22%	M	375	105	22%	M	272	46	14%	M
Technology Division												
Automotive Technology	3	109	3%	F	5	110	4%	F	5	116	4%	F
Computer Aided Drafting and Design	31	96	24%	F	41	134	23%	F	33	142	19%	F
Diesel Technology	1	21	5%	F	1	23	4%	F	1	27	4%	F
Electronic and Computer Maintenance	13	180	7%	F	13	187	7%	F	13	213	6%	F
Heating, Ventilation and A/C Technology	2	100	2%	F	7	121	5%	F	2	121	2%	F
Industrial Systems Maintenance Technology												
Manufacturing Technology	8	38	17%	F	8	39	17%	F	4	37	10%	F
STCC Total Enrollment	5742	3711	61%	**	6271	4102	60%	**	6847	4472	60%	**

* Note: Non-traditional Degree programs are defined as technical programs in which the enrollment of a particular gender is less than or equal to 25% of the total program enrollment. The programs are labeled as non-traditional for that particular gender.

**This percentage represents ratio of STCC total female enrollment to STCC total enrollment.

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Non-Traditional Gender Enrollment (continued)

Division/Program	Fall 2000 F	M	% NT	Gender	Fall 2001 F	M	% NT	Gender	Fall 2002 F	M	% NT	Gender
Business, Math and Science Division												
Business Administration/Accounting Clerk	72	19	21%	M	119	44	27%		97	19	16%	M
Hospitality and Tourism	13	7	35%		15	10	40%		17	4	19%	M
Legal Assisting	46	20	30%		60	25	29%		65	19	29%	
Professional Office Technology	171	26	13%	M	166	21	11%	M	124	21	17%	M
Liberal Arts and Social Sciences Division												
Child Care and Development	299	8	3%	M	332	16	5%	M	381	34	8%	M
Health and Human Services	233	56	19%	M	174	38	18%	M	171	29	15%	M
Nursing and Allied Health Division												
Associate Degree Nursing	510	121	19%	M	571	156	21%	M	786	186	24%	M
Health and Medical Admin. Services	123	20	14%	M	103	17	14%	M	104	13	11%	M
Medical Assistant									34	7	17%	M
Occupational Therapy Assistant	98	35	26%		71	25	26%		67	16	24%	M
Patient Care	45	11	20%	M	39	10	20%	M	52	13	25%	M
Vocational Nursing	272	46	14%	M	203	32	14%	M	230	40	17%	M
Technology Division												
Automotive Technology	5	116	4%	F	8	168	5%	F	4	140	3%	F
Computer Aided Drafting and Design	33	142	19%	F	27	144	16%	F	27	128	21%	F
Diesel Technology/Heavy Equipment	1	27	4%	F	1	13	7%	F	1	28	4%	F
Electronic and Computer Maintenance	13	213	6%	F	17	253	6%	F	17	219	8%	F
Heating, Ventilation and A/C Technology	2	121	2%	F	3	94	3%	F	7	107	7%	F
Industrial Systems Maintenance Technology					0	7	0%	F	0	6	0%	F
Manufacturing Technology	4	37	10%	F	2	27	7%	F	1	22	5%	F
STCC Total Enrollment	6847	4472	60%	**	7437	5011	60%	**	8515	5180	62%	**

* Note: Non-traditional Degree programs are defined as technical programs in which the enrollment of a particular gender is less than or equal to 25% of the total program enrollment. The programs are labeled as non-traditional for that particular gender.

**This percentage represents ratio of STCC total female enrollment to STCC total enrollment.

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High School Graduates From Top Quartile

Recent Service Area High School Graduates in Top Quartile*						
Fall Semester	Total Prior Year High School Graduates in STCC Service Area	Number and % of Total Graduates Who Enrolled at STCC		Number of Total Graduates in Top Quartile of Class	Number and Percent of Top Quartile Graduates Who Enrolled at STCC	
1996	6,894	537	8%	1,723	101	6%
1997	7,088	725	10%	1,772	197	11%
1998	8,115	966	12%	2,028	241	12%
1999	7,821	1093	14%	1,955	272	14%
2000	7,474	1112	15%	1,869	269	14%

* Texas Education Agency 2000-2001 Snapshot Data (graduates of 1999-2000) most recent available for comparison.

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High School Graduates From Top Quartile (continued)

Distribution of STCC Recent Service Area High School Graduates by Class Rank **										
Fall Semester	***Recent High School Graduates Enrolled at STCC Total	With Rank	HS Graduating Class Rank Top Quartile	%	HS Graduating Class Rank 26-50%	%	HS Graduating Class Rank 51-75%	%	HS Graduating Class Rank Last Quartile	%
1998	1117	966	241	25%	291	30%	298	31%	136	14%
1999	1171	1093	272	25%	340	31%	320	29%	161	15%
2000	1281	1112	269	24%	330	30%	323	29%	190	17%
2001	1050	944	252	27%	283	30%	257	27%	152	16%
2002	1067	1025	241	24%	308	30%	302	29%	174	17%

** Rank based on High School Transcript

***This report has been revised to include all recent high school graduates from STCC District area high schools (Hidalgo and Starr County) who enrolled at STCC. Reports in prior years excluded high school graduates who had taken concurrent enrollment courses since they were not considered FTIC.

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Concurrent and/or Contract Enrollment of High School Students

High Schools	Offers STCC Concurrent/Contract Enrollment Programs
Athenaeum for University Preparation (private high school)	Yes
Donna High School	Yes
Economedes High School	Yes
Edcouch-Elsa High School	Yes
Edinburg High School	Yes
Edinburg North High School	Yes
Hidalgo High School	Yes
La Joya High School	Yes
La Villa High School	Yes
Lamar Academy	Yes
Nikki Rowe High School	Yes
McAllen High School	Yes
McAllen Memorial High School	Yes
Mercedes High School	No
Mission High School	Yes
Progreso High School	Yes
PSJA High School	Yes
PSJA Memorial High School	Yes
PSJA North High School	Yes
Rio Grande City High School	Yes
Roma High School	Yes
San Isidro High School	Yes
Sharyland High School	Yes
Valley View High School	Yes
Veterans Memorial High School	Yes
Weslaco East High School	Yes
Weslaco High School	Yes
Weslaco South Palms Gardens High School	Yes
Public "Magnet" Schools	
South Texas High School of Health Professions (Med High)	Yes
The Science Academy	Yes
The Teacher Academy	Yes
Total Number of Service Area High Schools	31
Percent of Schools Offering STCC Concurrent/Contract Enrollment Programs	97%

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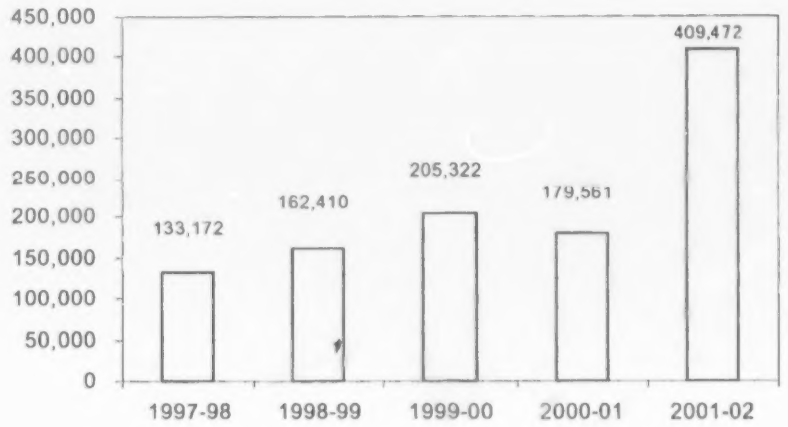
Workforce Training and Continuing Education Contact Hour Generation

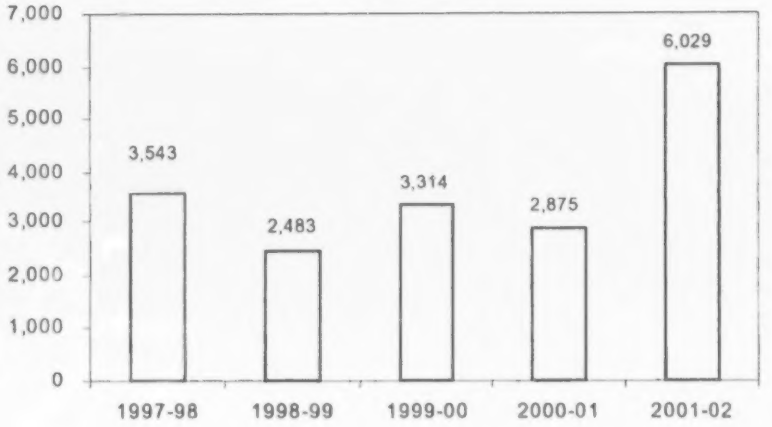
Year	Fall	Winter	Spring	Summer	Annual Total	Duplicated Headcount	Unduplicated Headcount	Contact Hours/Student
1997-98	31,602	33,975	27,634	39,961	133,172	4,486	3,543	38
1998-99	42,444	34,124	40,647	45,195	162,410	3,451	2,483	65
1999-00	37,051	43,150	47,073	78,048	205,322	4,743	3,314	62
2000-01	55,664	52,593	32,499	38,805	179,561	4,324	2,875	62
2001-02	88,925	165,777	68,952	85,818	409,472	9,485	6,029	68

Source: STCC Student Information System Data.

Total Annual Contact Hours Generated



Annual Unduplicated Headcount



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Workforce Development and Customized Training at The Partnership for Workforce Training and Continuing Education

Trainee Enrollment History					
Training Project Name	1997-98	1998-99	1999-00	2000-01	2001-02
Skills Development #1	86	71			
Skills Development #2	560	497			
Skills Development #3	481	1,798	3,077	863	
Skills Development #4		127	286	421	
Skills Development #5			825	52	
Skills Development #6			209	121	
Skills Development #7				287	2,324
Skills Development #8					579
Skills Development #9					6
Self-Sufficiency #2				385	
Self-Sufficiency #3					231
Self-Sufficiency #4					117
Self-Sufficiency for TANF		18	37		
Smart Jobs Fresenius	24				
Smart Jobs Hidalgo Federal		16	14		
Smart Jobs McAllen Bolt & Screw	96		10		
Smart Jobs McAllen Metal Stamping		11			
Smart Jobs Pharr Brand Name Apparel		51	141		
Smart Jobs Rio Grande Snack Company	69	30	72		
WPII Pre-App					22
DOL					49
STEPS-WIA					29
Cash-based training	1,139	68	187	41	58
City of McAllen #4				27	

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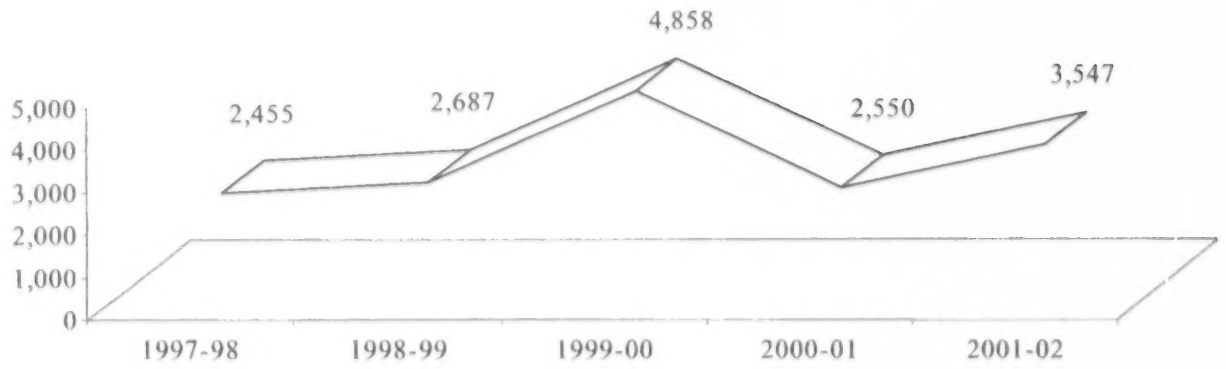
Workforce Development and Customized Training at The Partnership for Workforce Training and Continuing Education (continued)

Trainee Enrollment History					
Training Project Name	**1997-98**	**1998-99**	**1999-00**	**2000-01**	**2001-02**
Emergency Care Attendant (ECA)				87	
Business Conference Institute				266	132
Total Trainees	**2,455**	**2,687**	**4,858**	**2,550**	**3,547**

Source: The Partnership for Business and Industry Training, 3700 West Military Highw ay, McAllen, TX 78503

Workforce Training Enrollment



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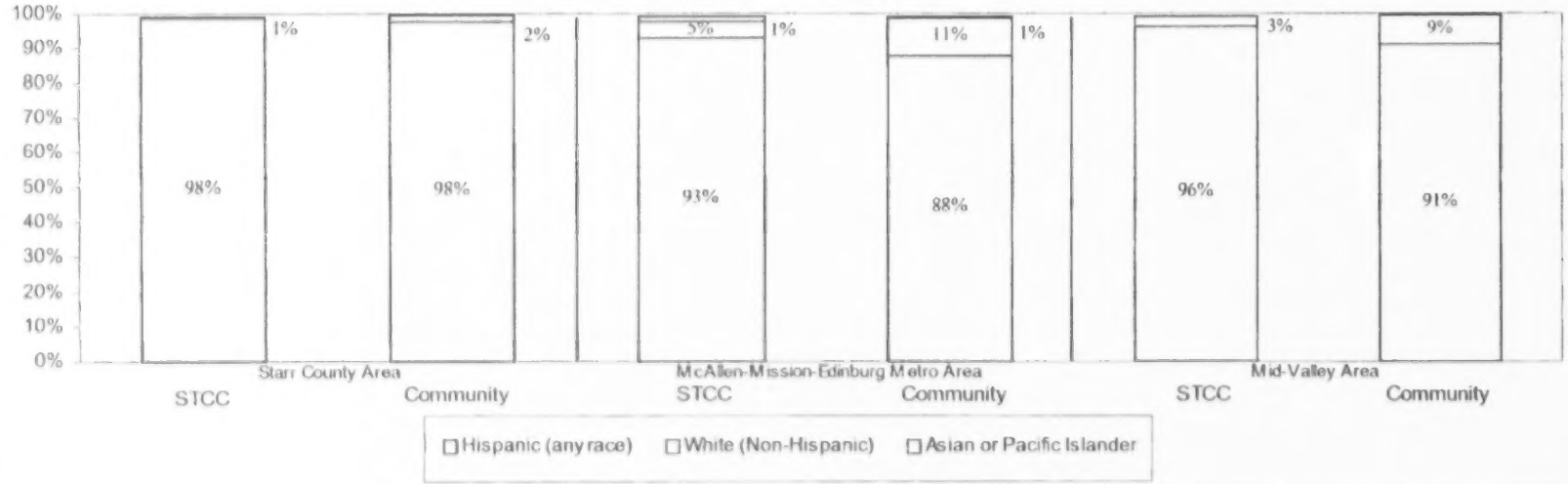
Community Demographics Reflected in STCC Fall 2002 Enrollment by Race/Ethnicity

Race/Ethnicity	Starr County Area				McAllen-Edinburg-Mission Metro Area				Mid-Valley Area				Outside Area	STCC District Totals			
	STCC		Community		STCC		Community		STCC		Community			STCC		Community	
Hispanic (any race)	1,318	98%	52,278	98%	8,492	93%	384,856	88%	2,774	96%	118,244	91%	276	12,860	94%	555,378	89%
White (Non-Hispanic)	8	1%	1,082	2%	455	5%	48,159	11%	81	3%	11,264	9%	47	591	4%	60,505	10%
Asian or Pacific Islander	4	<1%	156	<1%	92	1%	2,856	1%	11	<1%	388	<1%	3	110	<1%	3,400	<1%
Black (Non-Hispanic)	1	0%	6	<1%	4	<1%	1,806	<1%	2	<1%	128	<1%	0	7	<1%	1,940	<1%
American Indian, Eskimo, Aleut	0	0%	27	<1%	3	<1%	363	<1%	0	<1%	65	<1%	0	3	<1%	455	<1%
Other or Non-Resident Alien	8	1%	48	<1%	97	1%	1,172	<1%	17	<1%	162	<1%	2	124	1%	1,382	<1%
Total Population	1,339	100%	53,597	100%	9,143	100%	439,212	100%	2,885	99%	130,251	99%	328	13,695	99%	623,060	100%

Note: STCC data is from Fall 2002 and includes *only* students identified as residing in the service area (Total Population STCC is 13,695). Service Area data is from 2000 Census Data.

Ethnicity Demographics
Community vs. STCC District Area Enrollment by Residence



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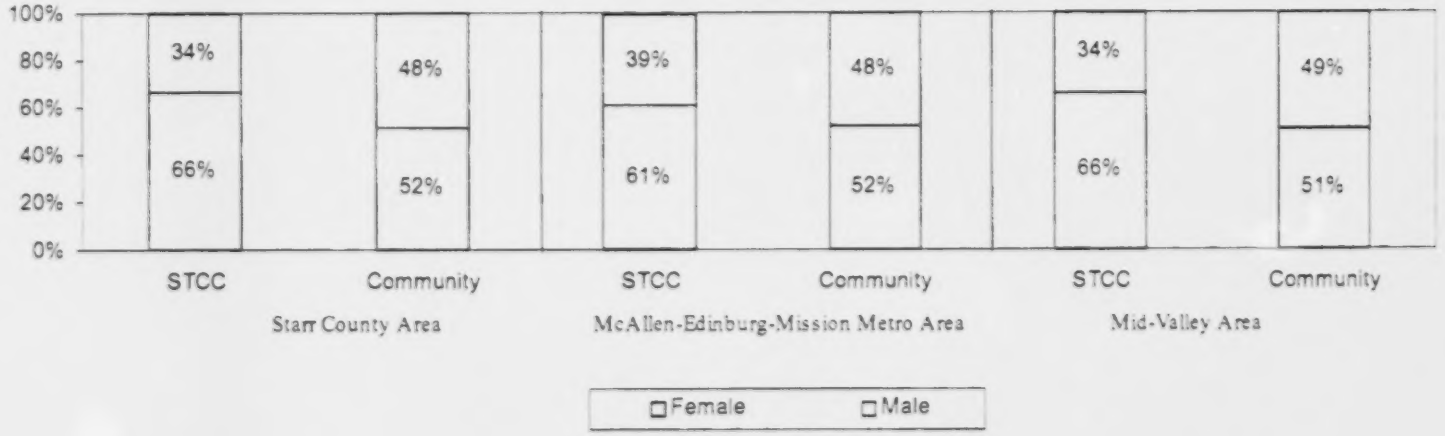
Community Demographics Reflected in STCC Fall 2002 Enrollment by Gender

Gender	Starr County Area				McAllen-Edinburg-Mission Metro Area				Mid-Valley Area				Outside Area	STCC District Totals			
	STCC		Community		STCC		Community		STCC		Community			STCC		Community	
Male	452	34%	25,993	48%	3,609	39%	149,735	48%	995	34%	126,788	49%	124	5,180	38%	302,516	49%
Female	887	66%	27,604	52%	5,534	61%	163,198	52%	1,890	66%	129,742	51%	204	8,515	62%	320,544	51%
Total Population	1,339	100%	53,597	100%	9,143	100%	312,933	100%	2,885	100%	256,530	100%	328	13,695	100%	623,060	100%

Note: STCC data is from Fall 2002 and includes *only* students identified as residing in the service area. Service area data is from 2000 Census Data.

Gender Demographics
Community vs STCC District Area Enrollment



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Completion

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Additional information on graduates and their outcomes is available online at http://www.stcc.cc.tx.us/~research/reports/reports.html

Executive Summary

STCC encourages and supports students to fulfill their educational objectives, recognizing that those may not include degree completion for all students.

- ● 13% of full-time, degree-seeking students completed their degree within three years.
- ✓ The percentage of licensure or certification exams passed by STCC students (93%) exceeded the average among community college students (89%) in the 2002 academic year.
- ✓ The course completion rate for Fall 2001 term (87%) above the average (83%) for all Texas community colleges during the same term.
- ✓ Developmental Course sequence completion:
  - ✓ FTIC Developmental Math completion improved significantly (P .01) = 1998 10%, 1999 11%, 2000 17%.
  - ● FTIC Developmental English completion did not improve significantly = 1998 12%, 1999 10%, 2000 12%.
  - ✓ FTIC Developmental Reading completion improved significantly (P .01) = 1998 24%, 1999 23%, 2000 32%. (It is not required for students to complete the sequence if they pass TASP before completing the sequence.)

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Graduate Awards Summary By Program*

		1997-98	1998-99	1999-00	2000-01	2001-02	Last 3 Years
Business, Math and Science Division							
Biology Department							
Biology	A.S.	3	11	19	17	26	62
Environmental Management	A.A.S.						
Business Administration Academic Program							
Transfer Plan	A.A.	6	17	17	26	45	88
Business Administration Career Program							
Accounting	A.A.S.	14	7	37	24	28	89
Banking	A.A.S.					6	6
General Business Supervision	A.A.S.	8	2			1	1
Business Supervision	A.A.S.		5	14	6	9	29
E-Commerce	A.A.S.						
Import / Export	A.A.S.				2	10	12
Logistics	A.A.S.						
Logistics Management	A.A.S.						
Investment / Insurance	A.A.S.						
Management	A.A.S.					1	1
Marketing	A.A.S.						
Accounting Clerk	Certificate	36	11	31	15	8	54
Banking	Certificate						
E-Commerce	Certificate						
Import / Export	Certificate				2	3	5
Investment / Insurance	Certificate						
Logistics	Certificate						
Management	Certificate						
Marketing	Certificate						
Tech Prep Enhanced Skills - Business Administration	Certificate						
Business Computer Systems Program							
Computer Specialist	A.A.S.	7	12	11	19	17	47
Minicomputer Specialist	A.A.S.					1	1

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Graduate Awards Summary By Program* (continued)

		1997-98	1998-99	1999-00	2000-01	2001-02	Last 3 Years
Business, Math and Science Division (continued)							
Multimedia Specialist	A.A.S.						
Networking Specialist	A.A.S.	4	7	20	13	26	59
Webmaster Specialist	A.A.S.						
Computer Science Program							
Computer Information Systems	A.S.	2	4	11	16	18	45
Computer Science	A.S.		2	3	3	6	12
Culinary Arts Program							
Culinary Arts	A.A.S.		1	3	5	4	12
Commercial Cooking	Certificate		2			5	5
Engineering Department							
Engineering	A.S.		2	3	5	19	27
Hospitality and Tourism Program							
Hotel/Motel Specialist	Certificate			2			2
Travel and Tourism Specialist	Certificate		11	10	3	3	16
Legal Assisting Program							
Legal Assisting	A.A.S.		5	8	7	4	19
Mathematics Department							
Mathematics	A.S.		6	4	3	4	11
Physical Sciences Department							
Chemistry	A.S.			7	2	2	11
Physics	A.S.			1	1	1	3
Professional Office Technology Program							
Administrative Assistant	A.A.S.	5	10	4	4	15	23
Legal Secretary	A.A.S.	3	1	3	1	2	6
Secretary	Certificate	22	7	5	6	7	18
Word Processing Specialist	Certificate	25	19	26	23	25	74

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Graduate Awards Summary By Program* (continued)

		1997-98	1998-99	1999-00	2000-01	2001-02	Last 3 Years
Liberal Arts and Social Sciences Division							
Child Care and Development Program							
Child Care and Development	A.A.S.	4	4	5	18	48	71
Child Development / Early Childhood Education	A.A.						
Infant and Toddler Specialization	Certificate				7	16	23
Pre-School Specialization	Certificate				12	29	41
Communication and Creative Arts Department							
Fine Arts	A.A.		1	5	3	2	10
Criminal Justice and Social Sciences Department							
Criminal Justice	A.A.	1	7		4		4
Criminal Justice	A.S.			29	29	50	108
Social and Behavioral Sciences	A.A.			3	26	43	72
Education Department							
Teacher Education Preparation	A.A.	32	36	60	52	20	132
Elementary Education Concentration	A.A.			3	10	51	64
Middle School Education Concentration	A.A.						
High School Concentration	A.A.				13	61	74
English Department							
English	A.A.						
Health and Human Services Program							
Health and Human Services	A.A.S.	10	28	17	41	28	86
History / Government / Philosophy Department							
History	A.A.						
Philosophy	A.A.						
Political Science (Government)	A.A.						
Interdisciplinary Studies Department							
Interdisciplinary Studies	A.A.	38	39	63	4	1	68
Liberal Arts	A.A.	9	2	5	10	10	25

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Graduate Awards Summary By Program* (continued)

		1997-98	1998-99	1999-00	2000-01	2001-02	Last 3 Years
Liberal Arts and Social Sciences Division (continued)							
Language and Cultural Studies Department							
American Sign Language Concentration	A.A.						
Bilingual / Bicultural Studies Concentration	A.A.						
English / Spanish Translation Concentration	A.A.						
French Concentration	A.A.						
Mexican-American / Latin American Studies Concentration	A.A.						
Spanish Concentration	A.A.						
Public Service Administration Program							
Public Service Administration	A.A.S.			4	5	3	12
Public Service Administration	Certificate						
Social Sciences Department							
Social Sciences with Psychology Concentration	A.A.						
Social and Behavioral Sciences	A.A.						
Social Sciences with Sociology Concentration	A.A.						
Women's Studies Department							
Women's Studies	A.A.			1			1
Liberal Arts and Social Sciences Subtotal		**93**	**124**	**203**	**228**	**362**	**793**
Nursing and Allied Health Division							
Associate Degree Nursing Program							
Nursing	A.A.S.			46	41	53	140
Emergency Medical Technology Program							
Emergency Medical Technology	A.A.S.	6		1	3	3	7
Emergency Medical Technology	Certificate	2					
Emergency Medical Technology - Paramedic	Certificate	6		1	1		2
Emergency Medical Technology - Intermediate	Certificate	1			7	13	20
Emergency Medical Technology - Basic	Certificate			23	15	19	57

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Graduate Awards Summary By Program* (continued)

		1997-98	1998-99	1999-00	2000-01	2001-02	Last 3 Years
Nursing and Allied Health Division (continued)							
Health and Medical Administrative Services Program							
Health Information Technology	A.A.S.	1	9	6	3	5	14
Tech Prep Enhanced Skills - Health Information	Certificate						
Health Unit Coordination Technology	Certificate	7	14	13	5		18
Management Specialist	Certificate		1				
Medical Coding Specialist	Certificate						
Medical Information Management Specialist	Certificate	3	6	2			2
Medical Information Specialist	Certificate	6	7	15	12	7	34
Medical Transcription Specialist	Certificate	7	15	17	8	11	36
Medical Assistant Technology Program							
Medical Assistant Technology	A.A.S.						
Medical Assistant Technology	Certificate						
Occupational Therapy Assistant Program							
Occupational Therapy Assistant	A.A.S.		13	13	15	9	37
Patient Care Assistant Program							
Patient Care Assistant	Certificate	21	53	46	24	9	79
Pharmacy Technology Program							
Pharmacy Technology	A.A.S.						
Pharmacy Technology	Certificate					2	2
Physical Therapist Assistant Program							
Physical Therapist Assistant	A.A.S.			11	6	10	27
Radiologic Technology Program							
Radiologic Technology	A.A.S.		12	15	14	12	41
Vocational Nursing Program							
Vocational Nursing	Certificate	53	75	79	47	53	179
Nursing and Allied Health Division Subtotal		**107**	**205**	**287**	**200**	**206**	**693**

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Graduate Awards Summary By Program* (continued)

		1997-98	1998-99	1999-00	2000-01	2001-02	Last 3 Years
Technology Division							
Automotive Collision Repair and Refinishing Technology Program							
Automotive Collision Repair and Refinishing Technology	A.A.S.						
Body and Structural Repair	Certificate						
Paint and Refinishing	Certificate						
Automotive Technology Program							
Automotive Technology	A.A.S.	3	2		2	3	5
Automotive Technology GM-ASEP	A.A.S.						
Automotive Technology	Certificate	8	5	5	9	1	15
Ford Maintenance and Light Repair	Certificate						
Computer Aided Drafting and Design Program							
Architectural Drafting Specialization	A.A.S.						
Civil Drafting Specialization	A.A.S.						
Digital Imaging Specialization	A.A.S.						
Geographic Information Systems	A.A.S.						
Architectural Drafting Specialization	Certificate						
Civil Drafting	Certificate						
Computer Aided Drafting and Design Technology	Certificate		12	23	24	25	72
Digital Imaging	Certificate						
Geographic Information	Certificate						
Diesel Technology Program							
Diesel Technology	A.A.S.			1	1		1
Diesel Technology	Certificate					7	7
Industrial Truck Technician (deactivated 12/98)	Certificate						
Electronic and Computer Maintenance Technology Program							
Biomedical Equipment Technology Specialization	A.A.S.						
Computer Maintenance Technology Specialization	A.A.S.				7	7	14
Electronic and Computer Maintenance Technology	A.A.S.	4	11	7	13	7	27
Electronic Servicing Technology	A.A.S.						
Telecommunication Servicing Technology	A.A.S.					1	1

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Graduate Awards Summary By Program* (continued)

		1997-98	1998-99	1999-00	2000-01	2001-02	Last 3 Years
Technology Division (continued)							
Computer Support Specialist	A.A.S.						
Computer Maintenance Technology	Certificate				9	2	11
Computer Support Specialist	Certificate						
Electronic Servicing Technology	Certificate						
Electronic and Computer Maintenance Technology	Certificate	15	7	14	20		34
Telecommmunication Servicing Technology	Certificate					2	2
Heating, Ventilation and Air Conditioning Program							
Heating, Ventilation and Air Conditioning Technology	A.A.S.	6	3	4		4	8
Heating, Ventilation and Air Conditioning Technology	Certificate	23	25	39	18	14	71
Air Conditioning / Refrigeration Technology	Certificate	1					
Heavy Equipment and Transportation Technology Program							
Heavy Equipment and Transportation Technology	A.A.S.			1	1	3	5
Heavy Equipment and Transportation Technology	Certificate	3	4	6	2		8
Manufacturing Technology Program							
Precision Manufacturing Technology	A.A.S.		2	2	2	5	9
Industrial Systems Maintenance Technology	Certificate			1	3	1	5
Manufacturing Technology	Certificate			1			1
Precision Manufacturing Technology	Certificate	2	6	1	4	4	9
Technology Division Subtotal		**65**	**77**	**105**	**114**	**86**	**305**
TOTAL		**401**	**541**	**826**	**751**	**950**	**2,527**

* Empty boxes reflect inactivity. For program history, please refer to Total Student Enrollment History: Fall Headcount by Student Declared Major - Actual, Historical Organizational Structure.

Note: Some students have received more than one award.

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Graduates By Ethnicity and Gender

Academic Year 2001-2002 Graduates by Ethnicity and Gender		Award Total	Gender		American Indian, Eskimo, or Aleut		Asian or Pacific Islander		Black, Non-Hispanic		Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien	
			F	M	M		F	M	F		F		M		F		M		F	
Department / Major	Degree		%	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business Division																				
Business Administration Academic Program																				
Business Administration	AA	45	53%	47%							23	51%	19	42%	1	2%	2	4%		
General Business Supervision	AAS	1	0%	100%									1	100%						
Business Administration Career Program																				
Accounting	AAS	28	68%	32%							19	68%	9	32%						
Banking	AAS	6	67%	33%							4	67%	2	33%						
Business Supervision	AAS	9	67%	33%							6	67%	2	22%			1	11%		
Import/Export	AAS	10	70%	30%							7	70%	3	30%						
Management	AAS	1	0%	100%									1	100%						
Accounting	CT1	8	63%	38%							5	63%	3	38%						
Import/Export	CT1	3	33%	67%							1	33%	2	67%						
Business Computer Systems Program																				
Computer Specialist	AAS	17	59%	41%							10	59%	7	41%						
Minicomputer Specialist	AAS	1	100%	0%							1	100%								
Networking Specialist	AAS	26	23%	77%							6	23%	18	69%			2	8%		
Computer Science Department																				
Computer Information Systems	AS	18	44%	56%							8	44%	9	50%			1	6%		
Computer Science	AS	6	17%	83%							1	17%	5	83%						
Culinary Art Program																				
Culinary Arts	AAS	4	50%	50%							1	25%	2	50%	1	25%				
Commercial Cooking	CT1	5	40%	60%							2	40%	3	60%						
Legal Assisting Program																				
Legal Assistant	AAS	4	50%	50%							1	25%	2	50%	1	25%				
Professional Office Technology Program																				
Administrative Assistant	AAS	15	87%	13%							13	87%	2	13%						

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Graduates By Ethnicity and Gender (continued)

Academic Year 2001-2002 Graduates by Ethnicity and Gender		Award Total	Gender		American Indian, Eskimo, or Aleut		Asian or Pacific Islander		Black, Non-Hispanic		Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien	
			F	M	M		F	M	F		F		M		F		M		F	
Department / Major	Degree		%	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Business Division (continued)																				
Legal Secretary	AAS	2	100%	0%							1	50%			1	50%				
Secretary	CT1	2	100%	0%							2	100%								
Secretary Science	CT1	5	100%	0%							5	100%								
Word Processing Clerk	CT1	25	100%	0%							25	100%								
Public Service Administration Program																				
Public Service Administration	AAS	3	67%	33%							2	67%	1	33%						
Business Division Totals		**244**	**60%**	**40%**							**143**	**59%**	**91**	**37%**	**4**	**2%**	**6**	**2%**		
Communications, Arts and Humanities Division																				
Fine Arts Department																				
Fine Arts	AA	2	50%	50%							1	50%	1	50%						
Liberal Arts Department																				
Liberal Arts	AA	10	80%	20%							7	70%	2	20%	1	10%				
Teacher Education Program																				
Teacher Education Preparation	AA	20	90%	10%							17	85%	2	10%	1	5%				
TEP-Elementary	AA	51	94%	6%							48	94%	3	6%						
TEP-Secondary	AA	61	69%	31%							40	66%	18	30%	1	2%	1	2%	1	2%
Communications, Arts and Humanities Totals		**144**	**81%**	**19%**							**113**	**78%**	**26**	**18%**	**3**	**2%**	**1**	**1%**	**1**	**1%**
Math and Science Division																				
Biology Department																				
Interdisciplinary Studies in Biology	AS	26	81%	19%							18	69%	5	19%	3	12%				
Chemistry Department																				
Chemistry	AS	2	0%	100%									2	100%						

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Graduates By Ethnicity and Gender (continued)

Academic Year 2001-2002 Graduates by Ethnicity and Gender		Award Total	Gender		American Indian, Eskimo, or Aleut		Asian or Pacific Islander				Black, Non-Hispanic		Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien	
			F	M	M		F		M		F		F		M		F		M		F	
Department / Major	Degree		%	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Math and Science Division (continued)																						
Engineering Department																						
Interdisciplinary Studies in Engineering	AS	19	26%	74%									5	26%	14	74%						
Mathematics Department																						
Interdisciplinary Studies in Mathematics	AS	4	25%	75%			1	25%							3	75%						
Physics Department																						
Interdisciplinary Studies in Physics	AS	1	0%	100%											1	100%						
Math and Science Division Totals		**52**	**52%**	**48%**			**1**	**2%**					**23**	**44%**	**25**	**48%**	**3**	**6%**				
Nursing and Allied Health Division																						
Associate Degree Nursing Program																						
Associates in Nursing	AAS	53	62%	38%					1	2%	1	2%	31	58%	18	34%	1	2%	1	2%		
Emergency Medical Technology Program																						
Emergency Medical Technician	AAS	3	33%	67%	1	33%							1	33%	1	33%						
EMT-Basic	CT1	19	32%	68%									6	32%	13	68%						
EMT-Intermediate	CT1	13	31%	69%									3	23%	9	69%	1	8%				
Health Information Technology Program																						
Health Information Technology	AAS	5	60%	40%									3	60%	2	40%						
Licensed Vocational Nursing Program																						
Licensed Vocational Nursing	CT1	53	83%	17%			1	2%					40	75%	9	17%	3	6%				
Medical Information Department																						
Medical Information Specialist	CT1	7	86%	14%									6	86%	1	14%						
Transcriptionist	CT1	11	100%	0%									10	91%			1	9%				
Occupational Therapy Assisting Program																						
Occupational Therapy Assistant	AAS	9	78%	22%									6	67%	2	22%	1	11%				

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Graduates By Ethnicity and Gender (continued)

Academic Year 2001-2002 Graduates by Ethnicity and Gender		Award Total	Gender		American Indian, Eskimo, or Aleut				Asian or Pacific Islander				Black, Non-Hispanic				Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien			
			F	M	F		M		F		M		F		M		F		M		F		M		F		M	
Department / Major	Degree		%	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Nursing and Allied Health Division (continued)																												
Patient Care Assistant Program																												
Patient Care Assistant	CT1	9	89%	11%					1	11%							7	78%	1	11%								
Pharmacy Technology Program																												
Pharmacy Technology	CT1	2	50%	50%													1	50%	1	50%								
Physical Therapy Assisting Program																												
Physical Therapist Assistant	AAS	10	70%	30%													7	70%	3	30%								
Radiologic Technology Program																												
Radiologic Technology	AAS	12	58%	42%													6	50%	5	42%	1	8%						
Nursing and Allied Health Division Totals		**206**	**67%**	**33%**	**1**	**<1%**			**2**	**1%**	**1**	**<1%**	**1**	**<1%**			**127**	**62%**	**65**	**32%**	**8**	**4%**	**1**	**<1%**				
Social and Behavioral Sciences Division																												
Early Childhood Development Department																												
Child Care and Development	AAS	48	98%	2%									1	2%			45	94%	1	2%	1	2%						
Child Care-Infant and Toddler	CT1	16	100%	0%													16	100%										
Child Care-Pre-School	CT1	29	97%	3%													28	97%	1	3%								
Criminal Justice Department																												
Criminal Justice	AS	50	36%	64%													17	34%	31	62%	1	2%	1	2%				
Health and Human Services Program																												
Health and Human Services	AAS	28	100%	0%													28	100%										
Hospitality and Tourism Department																												
Travel and Tourism	CT1	3	33%	67%													1	33%	2	67%								
Social and Behavioral Sciences Department																												
Interdisciplinary Studies	AA	1	0%	100%															1	100%								
Social Behavioral Sciences	AA	43	74%	26%													27	63%	11	26%	5	12%						
Social and Behavioral Sciences Division Totals		**218**	**78%**	**22%**									**1**	**<1%**			**162**	**74%**	**47**	**22%**	**7**	**3%**	**1**	**<1%**				

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Graduates By Ethnicity and Gender (continued)

Academic Year 2001-2002 Graduates by Ethnicity and Gender		Award Total	Gender		American Indian, Eskimo, or Aleut		Asian or Pacific Islander		Black, Non-Hispanic		Hispanic (any race)				White, Non-Hispanic				Other or Non-Resident Alien	
			F	M	M		F	M	F		F		M		F		M		F	
Department / Major	Degree		%	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Technology Division																				
Automotive Technology Program																				
Automotive Technology	AAS	3	0%	100%									3	100%						
Heavy Equipment and Transportation Tech.	AAS	3	0%	100%									3	100%						
Automotive Technology	CT1	1	0%	100%									1	100%						
Heavy Equipment and Transportation Tech.	CT1																			
Computer Aided Drafting and Design Program																				
Computer Assisted Drafting and Design	CT1	25	20%	80%							5	20%	20	80%						
Diesel Technology Program																				
Diesel Technology	CT1	7	0%	100%									7	100%						
Electronics and Computer Maintenance Program																				
Computer Maintenance Technology	AAS	7	29%	71%							2	29%	5	71%						
Electronic and Computer Maintenance Tech.	AAS	7	0%	100%									7	100%						
Telecommunication Servicing Technology	AAS	1	0%	100%									1	100%						
Computer Maintenance Technology	CT1	2	0%	100%									2	100%						
Telecommunication Servicing Technology	CT1	2	0%	100%									2	100%						
Heating, Ventilation, A/C Technology Program																				
Heating Ventilation and A/C Tech	AAS	4	0%	100%									4	100%						
Heating Ventilation and A/C Tech	CT1	14	0%	100%									14	100%						
Precision Manufacturing Program																				
Precision Manufacturing Technology	AAS	5	0%	100%									5	100%						
Industrial Systems Maintenance Technology	CT1	1	0%	100%									1	100%						
Precision Manufacturing Technology	CT1	4	0%	100%									4	100%						
Technology Division Totals		**86**	**8%**	**92%**							**7**	**8%**	**79**	**92%**						
South Texas Community College Total		**950**	**64%**	**36%**	**1**	**<1%**	**3**	**<1%**	**1**	**<1%**	**2**	**<1%**	**575**	**61%**	**333**	**35%**	**25**	**3%**	**9**	**1%**	**1**	**<1%**

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Graduation Rates

	Began Fall 1998: First-Time, Full-Time Students			Began Fall 1998: First-Time, Part-Time Students		
Fall 2002	Still Enrolled	183	14%	Still Enrolled	82	14%
	Transferred	136	10%	Transferred	69	12%
	Graduated	200	15%	Graduated	41	7%
	Left in Good Standing	411	31%	Left in Good Standing	141	24%
	Subtotal for Successful Outcomes	**930**	**69%**	**Subtotal for Successful Outcomes**	**333**	**58%**
	None of the Above	415	31%	None of the Above	245	42%
	Total	**1345**	**100%**	**Total**	**578**	**100%**

*Since there are many possible successful outcomes for community college students, looking at just the graduates after three years gives an incomplete picture. Many transfer students do not intend to complete a degree at STCC, and - due to developmental course work - a good portion of non-transfer students take longer than three years to graduate. The tables above present the current outcome rates for the Fall 1998 first-time students along with students who left the College in good standing and are eligible to return. The Graduation Rate Survey is a report to the Department of Education that is required by the Student Right to Know (SRK) Act. This report shows the outcomes of the Fall 1998 entering cohort after three years.

Note: Transfers only include students who transferred to UT Pan American. Other transfer institutions could not be identified for this survey, so it is possible that some of the students who left in good standing have transferred to other universities.

Institutional Performance Indicator and Standard:

Indicator: "At least 30% of full-time, degree-seeking students will complete their degree within 3 years."

Of 819 full-time, degree-seeking students in the above cohort, 107 (or 13%) completed their degree within 3 years.

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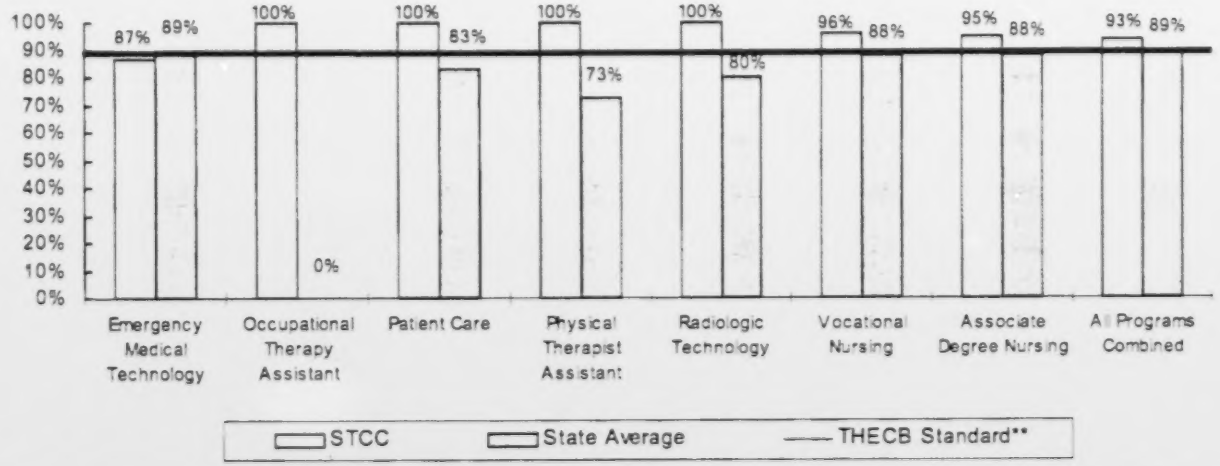
Licensure/Certification Exams

2000-2001 STCC Program	Licensure Exam Pass Rates as Measured by Program Standards**			THECB Standards* for Comparison	
	Tested	Passed	% Passed	State Average*** (not less than 5% below)	Perkins Standard - Passing Rate
Emergency Medical Technology	120	104	87%	89%	90%
Occupational Therapy Assistant	7	7	100%	83%***	90%
Patient Care	55	55	100%	83%	90%
Physical Therapist Assistant	9	9	100%	73%	90%
Radiologic Technology	11	11	100%	80%	90%
Vocational Nursing	48	46	96%	88%	90%
Associate Degree Nursing	56	53	95%	88%	90%
All Programs Combined	**306**	**285**	**93%**	**89%**	**90%**

* THECB = Texas Higher Education Coordinating Board. THECB Standard is that 90% of students tested on a specific licensure exam pass, or the percentage of students who take licensure exams and pass is not more than 5% below state average for last 3 years for the specific exam.

** The Division of Nursing and Allied Health calculates a rate that is consistent across programs, and is calculated by taking the unduplicated number of students who tested during the academic year, divided by the unduplicated number of students who passed during that same year.

*** The average national passing rate for Occupational Therapy Assistants administered by the National Board for Certification of Occupational Therapy.



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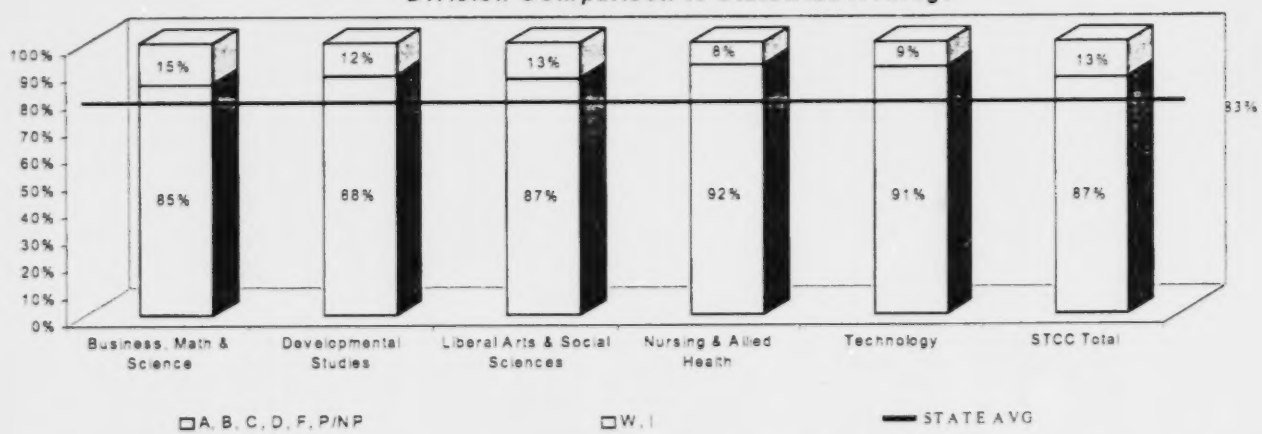
Course Completion and Grade Distributions

Fall 2001 Division Grade Distribution Report

Division	Total # of Sect.	Enrolled	Avg. Course Grade	A	B	C	P	#	%	D	F	I	#	%	Withdrawals #	%
Business, Math and Science	510	9,411	2.51	1,970	2,535	1,982	0	6,487	69%	510	964	135	1,609	17%	1,311	14%
Developmental Studies	495	7,304	1.76	921	1,354	1,490	0	3,765	52%	593	2,091	26	2,710	37%	828	11%
Liberal Arts and Social Sciences	836	17,028	2.58	4,178	4,820	3,111	0	12,109	71%	849	1,879	239	2,967	17%	1,945	11%
Nursing and Allied Health	149	2,375	2.85	518	1,033	379	87	2,017	85%	65	105	45	215	9%	142	6%
Technology	123	1,650	2.58	387	554	318	0	1,259	76%	5	231	21	257	16%	134	8%
STCC Total	**2,113**	**37,768**	**2.42**	**7,974**	**10,296**	**7,280**	**87**	**25,637**	**68%**	**2,022**	**5,270**	**466**	**7,758**	**21%**	**4,360**	**12%**
All Technical Courses	1,609	30,473	2.32	5,912	7,780	6,098	0	19,790	65%	1,856	4,720	334	6,910	23%	3,761	12%
All Academic Courses	504	7,295	2.83	2,062	2,516	1,182	87	5,847	80%	166	550	132	848	12%	599	8%
Total Technical and Academic Courses	**2,113**	**37,768**	**2.58**	**7,974**	**10,296**	**7,280**	**87**	**25,637**	**68%**	**2,022**	**5,270**	**466**	**7,758**	**21%**	**4,360**	**12%**
Traditional (selected courses) *	497	11,943	2.28	2,010	2,976	2,582	0	7,568	63%	795	1,683	130	2,608	22%	1,763	15%
Concurrent (selected courses) *	94	1,668	3.03	544	654	271	0	1,469	88%	37	52	12	101	6%	93	6%
Distance Learning (selected courses) *	55	851	2.57	216	158	93	0	467	55%	26	109	60	195	23%	189	22%
Total Selected Courses	**646**	**14,462**	**2.63**	**2,770**	**3,788**	**2,946**	**0**	**9,504**	**66%**	**858**	**1,844**	**202**	**2,904**	**20%**	**2,045**	**14%**

* Selected courses include only courses that are taught in each of the three methods: Traditional, Concurrent, and Distance Learning.

Division Comparison to Statewide Average



Note: Dark line indicates statewide average percent of course completers at 83% (completion is defined as any grade of A,B,C,D,F or P/NP.)

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Developmental Math Sequence Completion

Fall 1998 FTIC Cohort	Level 1 (Math 0080)			Level 2 (Math 0085)			Level 3 (Math 0090)			College Level Math			Total Completed College Level		
Progress through Summer 2000	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number in Cohort	Number Successful	% Successful
FTIC who began with Level 1	477	251	53%	209	40	19%	69	17	25%	19	11	58%	477	11	2%
FTIC who began with Level 2				236	60	25%	83	22	27%	32	14	44%	236	14	6%
FTIC who began with Level 3							205	53	26%	58	21	36%	205	21	10%
FTIC who began with College Level										196	102	52%	196	102	52%

Fall 1999 FTIC Cohort	Level 1 (Math 0080)			Level 2 (Math 0085)			Level 3 (Math 0090)			College Level Math			Total Completed College Level		
Progress through Summer 2001	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number in Cohort	Number Successful	% Successful
FTIC who began with Level 1	498	195	39%	197	82	42%	61	24	39%	23	17	74%	498	17	3%
FTIC who began with Level 2				261	79	30%	100	36	36%	32	14	44%	261	14	5%
FTIC who began with Level 3							256	50	20%	57	27	47%	256	27	11%
FTIC who began with College Level										206	110	53%	206	110	53%

Fall 2000 FTIC Cohort	Level 1 (Math 0080)			Level 2 (Math 0085)			Level 3 (Math 0090)			College Level Math			Total Completed College Level		
Progress through Summer 2002	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number in Cohort	Number Successful	% Successful
FTIC who began with Level 1	530	288	54%	272	126	46%	100	59	59%	37	25	68%	530	25	5%
FTIC who began with Level 2				343	175	51%	139	69	50%	57	34	60%	343	34	10%
FTIC who began with Level 3							114	40	35%	29	21	72%	114	21	18%
FTIC who began with College Level										259	197	76%	259	197	76%

Note: FTIC cohorts used in this report include only FTIC students enrolled in one of the four levels of math their first term at STCC. Course completion was tracked for two years for each cohort. Students were counted as completing a course level if they completed the course by the end of the second year. Repeated courses were counted. Students passing TASP while enrolled in developmental work are encouraged, but not required, to complete the course. Successful includes grades of "C" or better.

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Developmental English Sequence Completion

Fall 1998 FTIC Cohort	Level 1 (ENGL 0071)			Level 2 (ENGL 0081)			Level 3 (ENGL 0091)			College Level English			Total Completed College Level		
Progress through Summer 2000	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number in Cohort	Number Successful	% Successful
FTIC who began with Level 1	237	156	66%	72	46	64%	21	15	71%	43	30	70%	237	30	13%
FTIC who began with Level 2				81	64	79%	19	16	84%	23	13	57%	81	13	16%
FTIC who began with Level 3							11	7	64%	3	3	100%	11	3	27%
FTIC who began with College Level										313	242	77%	313	242	77%

Fall 1999 FTIC Cohort	Level 1 (ENGL 0071)			Level 2 (ENGL 0081)			Level 3 (ENGL 0091)			College Level English			Total Completed College Level		
Progress through Summer 2001	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number in Cohort	Number Successful	% Successful
FTIC who began with Level 1	277	177	64%	89	66	74%	29	22	76%	58	39	67%	277	39	14%
FTIC who began with Level 2				58	43	74%	14	9	64%	12	6	50%	58	6	10%
FTIC who began with Level 3							8	4	50%	3	3	100%	8	3	38%
FTIC who began with College Level										303	229	76%	303	229	76%

Fall 2000 FTIC Cohort	Level 1 (ENGL 0071)			Level 2 (ENGL 0081)			Level 3 (ENGL 0091)			College Level English			Total Completed College Level		
Progress through Summer 2002	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number in Cohort	Number Successful	% Successful
FTIC who began with Level 1	214	149	70%	67	47	70%	23	20	87%	42	31	74%	214	31	14%
FTIC who began with Level 2				51	41	80%	14	11	79%	15	9	60%	51	9	18%
FTIC who began with Level 3							2	1	50%	0	0	0%	2	0	0%
FTIC who began with College Level										850	689	81%	850	689	81%

Note: FTIC cohorts used in this report include only FTIC students enrolled in one of the four levels of English their first term at STCC. Course completion was tracked for two years for each cohort. Students were counted as completing a course level if they completed the course by the end of the second year. Repeated courses were counted. Students passing TASP while enrolled in developmental work are encouraged, but not required, to complete the course. Successful includes grades of "C" or better.

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Developmental Reading Sequence Completion

Fall 1998 FTIC Cohort	Level 1 (READ 0070)			Level 2 (READ 0080)			Level 3 (READ 0090)			College Level English			Total Completed College Level		
Progress through Summer 2000	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number In Cohort	Number Successful	% Successful
FTIC who began with Level 1	127	103	81%	45	30	67%	17	15	88%	24	14	58%	127	14	11%
FTIC who began with Level 2				79	69	87%	24	18	75%	36	24	67%	79	24	30%
FTIC who began with Level 3							28	24	86%	15	6	40%	28	6	21%
FTIC who began with College Level										313	242	77%	313	242	77%

Fall 1999 FTIC Cohort	Level 1 (READ 0070)			Level 2 (READ 0080)			Level 3 (READ 0090)			College Level English			Total Completed College Level		
Progress through Summer 2001	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number In Cohort	Number Successful	% Successful
FTIC who began with Level 1	212	160	75%	65	46	71%	34	24	71%	55	34	62%	212	34	16%
FTIC who began with Level 2				38	28	74%	7	7	100%	9	6	67%	38	6	16%
FTIC who began with Level 3							43	35	81%	22	17	77%	43	17	40%
FTIC who began with College Level										303	229	76%	303	229	76%

Fall 2000 FTIC Cohort	Level 1 (READ 0070)			Level 2 (READ 0080)			Level 3 (READ 0090)			College Level English			Total Completed College Level		
Progress through Summer 2002	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number Attempted	Number Successful	% Successful	Number In Cohort	Number Successful	% Successful
FTIC who began with Level 1	161	110	68%	51	40	78%	34	26	76%	36	21	58%	161	21	13%
FTIC who began with Level 2				100	76	76%	40	26	65%	36	24	67%	100	24	24%
FTIC who began with Level 3							68	54	79%	35	25	71%	68	25	37%
FTIC who began with College Level										850	689	81%	850	689	81%

Note: FTIC cohorts used in this report include only FTIC students enrolled in one of the three levels of Reading or college level English their first term at STCC. Course completion was tracked for two years for each cohort. Students were counted as completing a course level if they completed the course by the end of the second year. Repeated courses were counted. Students passing TASP while enrolled in developmental work are encouraged, but not required, to complete the course. Successful includes grades of "C" or better.

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FTIC Student Progress Toward College-Level Math After Two Years

Recap of Total Progress Toward College-Level Math					
FTIC Students Attempting Developmental or College-Level Math During First Term at STCC	Total Cohort*	College-Level Math Attempted		Passed	
Fall 1998 FTIC Cohort Progress through Summer 2000	1114	305	27%	148	13%
Fall 1999 FTIC Cohort Progress through Summer 2001	1221	318	26%	168	14%
Fall 2000 FTIC Cohort Progress through Summer 2002	1246	382	31%	277	22%

* Total Cohort includes only students who were enrolled in either Developmental or college-level math during their first term at STCC.

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FTIC Student Progress Toward College-Level English After Two Years

Recap of Total Progress Toward College-Level English					
FTIC Students Attempting Developmental or College-Level English During First Term at STCC	Total Cohort*	College-Level English Attempted		Passed	
Fall 1998 FTIC Cohort Progress through Summer 2000	642	382	60%	288	45%
Fall 1999 FTIC Cohort Progress through Summer 2001	646	376	58%	277	43%
Fall 2000 FTIC Cohort Progress through Summer 2002	1117	907	81%	729	65%

* Total Cohort includes only students who were enrolled in either Developmental or college-level math during their first term at STCC.

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FTIC Student Progress Toward College-Level Reading* After Two Years

Recap of Total Progress Toward College-Level English					
FTIC Students Attempting Developmental or College-Level Reading During First Term at STCC	Total Cohort**	College-Level English Attempted		Passed	
Fall 1998 FTIC Cohort Progress through Summer 2000	547	388	71%	286	52%
Fall 1999 FTIC Cohort Progress through Summer 2001	596	389	65%	286	48%
Fall 2000 FTIC Cohort Progress through Summer 2002	1179	957	81%	759	64%

* College-level English has historically been used to measure student readiness for college-level reading.

** Total Cohort includes only students who were enrolled in either Developmental or college-level math during their first term at STCC.

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Student Outcomes / Current Status

Purpose For Attending STCC*	Total	Transferred to UTPA		Graduated		Currently Enrolled No Other Outcome Met		Not Enrolled and Has Not Graduated or Transferred to UTPA	
Student's Purpose was to Graduate or Transfer	#	#	%	#	%	#	%	#	%
To Earn a Certificate or Degree**	6,278	569	9%	717	11%	1,500	24%	3,492	56%
To Take Courses for Transferring to Another Institution***	3,923	1,321	34%	96	2%	888	23%	1,618	41%
Total	**10,201**	**1,890**	**19%**	**813**	**8%**	**2,388**	**23%**	**5,110**	**50%**

Purpose For Attending STCC*	Total	Transferred to UTPA		Graduated		Currently Enrolled No Other Outcome Met		Not Enrolled and Has Not Graduated or Transferred to UTPA	
Student's Purpose Was Other Than to Graduate or Transfer	#	#	%	#	%	#	%	#	%
No Definite Purpose in Mind**	492	99	20%	31	6%	107	22%	255	52%
To Take a Few Courses For Self-Improvement**	462	81	18%	35	8%	92	20%	254	55%
To Take a Few Job-Related or Job-Required Courses**	280	25	9%	29	10%	51	18%	175	63%
To Get a Job or Get a Better Job**	731	36	5%	92	13%	153	21%	450	62%
To Maintain Licensure**	20	8	40%	2	10%	1	5%	9	45%
Other**	533	217	41%	28	5%	75	14%	213	40%
Total	**2,518**	**466**	**19%**	**217**	**9%**	**479**	**19%**	**1,356**	**54%**

*Purpose from randomly selected students based on all ACTSOS and Student Supplemental Information Form responses
**Students who both graduated and transferred counted as Graduated only
*** Students who both transferred and graduated counted as Transferred only

Students Whose Purpose Was to Graduate or Transfer

50%
Not Graduated, Transferred, or Currently Enrolled

50%
Graduated, Transferred, Currently Enrolled

Students = 10,201

Students Whose Purpose Was Other Than to Graduate or Transfer

54%
Not Graduated, Transferred, or Currently Enrolled

46%
Graduated, Transferred, Currently Enrolled

Students = 2,518

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Transfer Rate and Success

Fall 2001 Transfer of All 2000-2001 Students and 2000-2001 Graduates 120
Academic Performance of STCC Students After Transfer 123

Executive Summary

STCC is determined to prepare students well who pursue baccalaureate degrees and to facilitate their successful transfer to institutions granting such degrees.

- ✓ Of the 232 Academic Majors that graduated in academic year 2000 - 2001, 59% transferred to UTPA, slightly lower than the 68% that transferred in academic year 1999 - 2000.
- ● Students transferring from STCC to UTPA in Fall 2001 earned, on average, a term GPA of 2.5, as compared with an overall term GPA of 2.6 for all UTPA students.

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Fall 2001 Transfer of All 2000-2001 Students and 2000-2001 Graduates

Annual Unduplicated Count of 2000-2001 STCC Students By Division and Department/Program	All 2000-2001 Students			2000-2001 Graduates Only		
	Total # of STCC Majors	Transferred to UTPA in Fall 2001		Total # of STCC Graduates	Transferred to UTPA in Fall 2001	
		#	%		#	%
Business, Math and Science Division						
Biology	426	116	27%	18	14	78%
Business Administration Academic	768	121	16%	25	15	60%
Computer Science	467	68	15%	18	6	33%
Engineering	269	51	19%	6	2	33%
Mathematics	81	27	33%	1	1	100%
Physical Sciences	47	19	40%	3	2	67%
* Professional Office Technology	248	3	1%	29	1	3%
* Business Administration Career	744	67	9%	47	6	13%
* Business Computer Systems	414	8	2%	30	2	7%
* Culinary Arts	53	2	4%	4	0	0%
* Hospitality and Tourism	27	1	4%	3	0	0%
* Legal Assisting	88	6	7%	4	0	0%
Business, Math and Science Division Subtotal	**3,632**	**489**	**13%**	**188**	**49**	**26%**
Liberal Arts and Social Sciences Division						
Communication and Creative Arts	79	16	20%	0	0	0%
Criminal Justice	869	108	12%	34	14	41%
Education	2,487	473	19%	69	52	75%
English	248	63	25%	12	7	58%
Liberal Arts	112	21	19%	3	2	67%
Psychology	524	119	23%	32	21	66%
Women's Studies	4	0	0%	0	0	0%
* Child Care and Development	416	4	1%	34	0	0%
* Health and Human Services	325	27	8%	35	7	20%
* Public Service Administration	27	0	0%	4	0	0%
Liberal Arts and Social Sciences Division Subtotal	**5,091**	**831**	**16%**	**223**	**103**	**46%**

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Fall 2001 Transfer of All 2000-2001 Students and 2000-2001 Graduates (continued)

Annual Unduplicated Count of 2000-2001 STCC Students By Division and Department/Program	All 2000-2001 Students			2000-2001 Graduates Only		
	Total # of STCC Majors	Transferred to UTPA in Fall 2001		Total # of STCC Graduates	Transferred to UTPA in Fall 2001	
		#	%		#	%
Nursing and Allied Health Division						
* Associate Degree Nursing	840	47	6%	42	3	7%
* Emergency Medical Technology	125	1	1%	18	1	6%
* Health and Medical Administrative Services	177	4	2%	25	1	4%
* Occupational Therapy Assistant	153	18	12%	15	0	0%
* Patient Care Assistant	81	3	4%	22	0	0%
* Physical Therapist Assistant	276	21	8%	6	0	0%
* Radiologic Technology	333	13	4%	13	0	0%
* Vocational Nursing	366	3	1%	48	0	0%
Nursing and Allied Health Subtotal	**2,351**	**110**	**5%**	**189**	**5**	**3%**
Technology Division						
* Automotive Technology	161	0	0%	10	0	0%
* Computer Aided Drafting and Design	231	12	5%	21	0	0%
* Diesel Technology	34	0	0%	3	0	0%
* Electronic and Computer Maintenance Technology	307	8	3%	35	1	3%
* Heating, Ventilation and Air Conditioning	149	0	0%	15	0	0%
* Precision Manufacturing Technology	46	0	0%	8	0	0%
Technology Division Subtotal	**928**	**20**	**2%**	**92**	**1**	**1%**
Undeclared Majors						
Undeclared Majors Only	3,803	848	22%	N/A	N/A	N/A

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Fall 2001 Transfer of All 2000-2001 Students and 2000-2001 Graduates (continued)

Annual Unduplicated Count of 2000-2001 STCC Students By Division and Department/Program	All 2000-2001 Students			2000-2001 Graduates Only		
	Total # of STCC Majors	Transferred to UTPA in Fall 2001		Total # of STCC Graduates	Transferred to UTPA in Fall 2001	
		#	%		#	%
Declared Majors						
Academic Transfer Majors Only	10,184	2,050	20%	232	136	59%
* Technical Majors Only	5,621	248	4%	460	22	5%
STCC Grand Total of Declared Majors	**15,805**	**2,298**	**15%**	**692**	**158**	**23%**
Enrollment in Development Courses						
STCC students who have enrolled in dev. courses	9,742	892	9%	472	114	24%
STCC students who have not enrolled in dev. courses	6,063	1,406	23%	220	44	20%

Note: To unduplicate students, each student was counted under the last declared major and each graduate was counted only once. Some graduates receive multiple awards.

* Technical programs that are not designed to prepare students for transfer are precede by an asterisk and are included here for informational purposes only.

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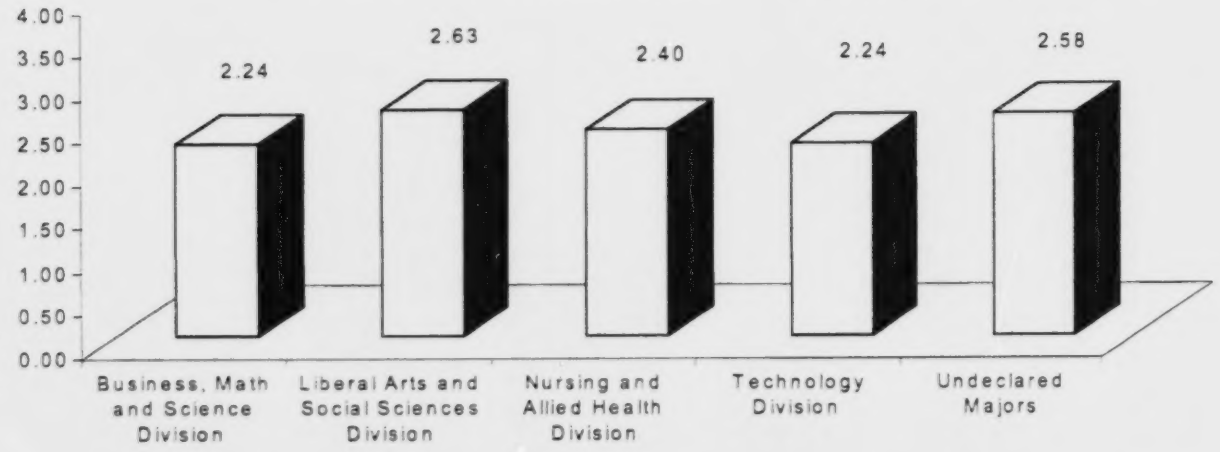
Academic Performance of STCC Students After Transfer

Annual Unduplicated Count of 2000-01 STCC Students by Division				
STCC Division	Total Annual Unduplicated Count of STCC Majors	Transferred to UTPA in Fall 2001 #	Transferred to UTPA in Fall 2001 %	STCC Transfer Students' Term GPA at UTPA in Fall 2001
Business, Math and Science Division	3,632	489	13%	2.24
Liberal Arts and Social Sciences Division	5,091	831	16%	2.63
Nursing and Allied Health Division	2,351	110	5%	2.40
Technology Division	928	20	2%	2.24
Undeclared Majors	3,803	848	22%	2.58
STCC Grand Total Annual Unduplicated	**15,805**	**2,298**	**15%**	**2.49**

*To unduplicate majors, students were counted as the last major they had declared prior to leaving STCC.
Note: Grades and numerical equivalents: A = 4.0, B = 3.0, C = 2.0, D = 1.0, and F = 0.0.

STCC Student's Average Term GPA at UTPA Fall 2001



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Employment

Graduates Employed in Field of Study 125
Salaries of Graduates 127
Employer Satisfaction with STCC Graduates 128
Student Satisfaction with Preparation for Work in Field 129

Various detailed reports on graduates and their outcomes can be found online at http://www.stcc.cc.tx.us/~research/reports/reports.html

Executive Summary

Employment following graduation from a technical program is an important measure of STCC's ability to contribute to an improved quality of life through educational opportunities.

- ✓ Within one year of graduation, 92% of all graduates were either employed in their field, continuing their education, or indicated they were not seeking employment, surpassing the 85% standard.
- ✓ 67% of reported graduates of technical programs exceeded the local entry-level salary in their field of preparation.
- ✓ Over 90% of employers of STCC graduates rated their level of satisfaction with graduates' preparation as either very satisfied or satisfied.
- ✓ 95% of students working or actively seeking work in their field reported having excellent or adequate level of training preparing them for work in their field.

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Graduates Employed in Field of Study

Target: 85% will be employed in field, continuing their education, or not seeking employment within one year of graduation

Successful Outcomes: Continuing Education, employed in field, or not seeking employment *
Unsuccessful Outcomes: Not continuing education, not employed in field, or seeking employment **

Division	Successful Outcomes Count	Successful Outcomes %	Unsuccessful Outcomes Count	Unsuccessful Outcomes %**	Total Count
Business, Mathematics and Science	40	83%	8	17%	48
Liberal Arts and Social Sciences	40	95%	2	5%	42
Nursing and Allied Health	40	100%	0	0%	40
Technology	13	93%	1	7%	14
Total	**133**	**92%**	**11**	**8%**	**144**

Note: The THECB Standard of 85% differs from the above institutional target in that successful outcomes include those graduates who are employed *outside* of their field as well as those employed *in* their field. STCC has achieved 95% successful outcomes according to this standard.

* Based on results from 2002 Graduate Follow-Up Survey (totals may not equal 100% due to rounding).
** Percentages based on small numbers, such as these, can show large changes from measurement to measurement. A single outcome has a large impact.

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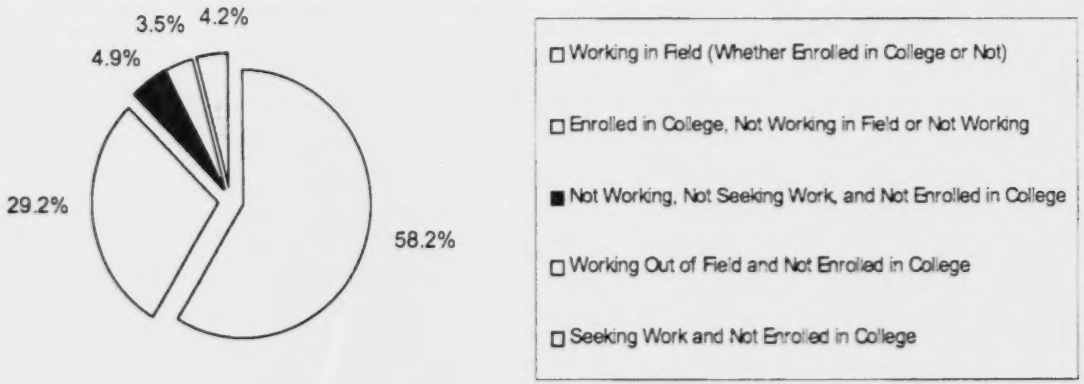
Graduates Employed in Field of Study (continued)

Summary of Outcomes College-Wide



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Salaries of Graduates

Program	#	STCC Graduates*			Local Area		Job Title
		Minimum Hourly	Maximum Hourly	Median Hourly	10th Percentile Hourly**	Median Hourly **	
Business Administration Accounting AAS	4	$7.80	$19.23	$9.71	$6.26	$9.57	Bookkeeping Accounting and Audit Clerks
Business Administration AA	4	$5.15	$22.44	$8.63	****	****	Too Varied to Classify
Word Processing Clerk CT1	5	$6.38	$13.03	$8.00	$6.66	$11.82	Word Processors and Typists
Child Care and Development AAS	5	$9.56	$15.23	$11.00	$5.53	$6.30	Child Care Workers
Child Care Preschool CT1	4	$6.10	$9.87	$8.18	$5.53	$6.30	Child Care Workers
Health and Human Service Admin. AAS	6	$5.22	$20.00	$10.80	****	****	Too Varied to Classify
Social and Behavioral Sciences AA	4	$6.50	$14.00	$7.29	****	****	Too Varied to Classify
Elem., Mid., Sec. Teacher Ed. Preparation AA	7	$8.72	$10.48	$9.46	N/A	$7.23	Teacher Assistants
Associate Degree Nursing AAS	7	$13.50	$41.67	$19.28	$18.18	$23.80	Registered Nurses
Occupational Therapy Assistant AAS	5	$15.00	$22.44	$18.00	$11.27	$14.45	Occupational Therapy Assistants
Patient Care Assistant CT1	3	$5.38	$6.38	$5.50	$10.18	$15.05	Nursing Aides, Orderlies, and Attendants
Physical Therapist Assistant AAS	4	$16.75	$32.00	$25.01	$5.55	$6.35	Physical Therapist Assistants
Radiologic Technology AAS	5	$16.10	$19.87	$18.00	$10.06	$21.04	Radiologic Technologists and Technicians
Vocational Nursing CT1	4	$11.25	$23.08	$13.50	$9.45	$16.96	Licensed Practical & Licensed Vocational Nurses
Automotive Technology CT1	3	$5.15	$13.45	$7.00	$6.02	$11.53	Automotive Service Technicians and Mechanics
Electronic and Computer Maint. Tech. AAS	3	$10.64	$15.38	$11.50	$6.42	$11.38	Electro-Mechanical Technicians
Other - Academic AA/AS†	8	$5.15	$25.64	$8.10	****	****	Too Varied to Classify
Other - Technical AAS††	13	$6.00	$25.64	$11.84	****	****	Too Varied to Classify
Other - Technical CT1†††	11	$5.15	$17.95	$7.50	****	****	Too Varied to Classify

Note: Hourly salaries calculated from hourly, weekly, monthly and annual figures.

* Based on responses to the 2002 Graduate Follow-up Study. To avoid identification of individuals, only categories with 3 or more respondents are reported.

** 10% of all workers in this occupation received this wage or less based on Texas Workforce Commission 2002 Wage Data for the McAllen-Edinburg-Mission Metropolitan Statistical Area, which includes all workers, not just entry-level employees. Most entry-level workers are apt to fall in this lower quartile.

*** Based on Texas Workforce Commission 2002 Wage Data for the McAllen-Edinburg-Mission Metropolitan Statistical Area. This includes all workers, not just entry-level employees.

**** Due to the diversity of jobs available to graduates and job titles in wage reports, this figure cannot be determined.

† Mixed category with fewer than three graduates reporting and combined salary figures for each of the following AA/AS degrees: Computer Information, Interdisciplinary Studies, Fine Arts, and Liberal Arts.

†† Mixed category with fewer than three graduates reporting and combined salary figures for the following AAS degrees: Business Supervision, Computer Specialist, Computer Networking, Culinary Arts, Legal Assistant, Public Service, Emergency Medical, Health Information, Computer Maintenance, and Heavy Equipment.

††† Mixed category with fewer than three graduates reporting and combined salary figures for the following CT1 Awards: Accounting, Secretary Science, Travel and Tourism, Child Care Infant and Toddler, Medical Information, Computer Assisted Drafting and Design, Heavy Equipment, and Industrial Systems.

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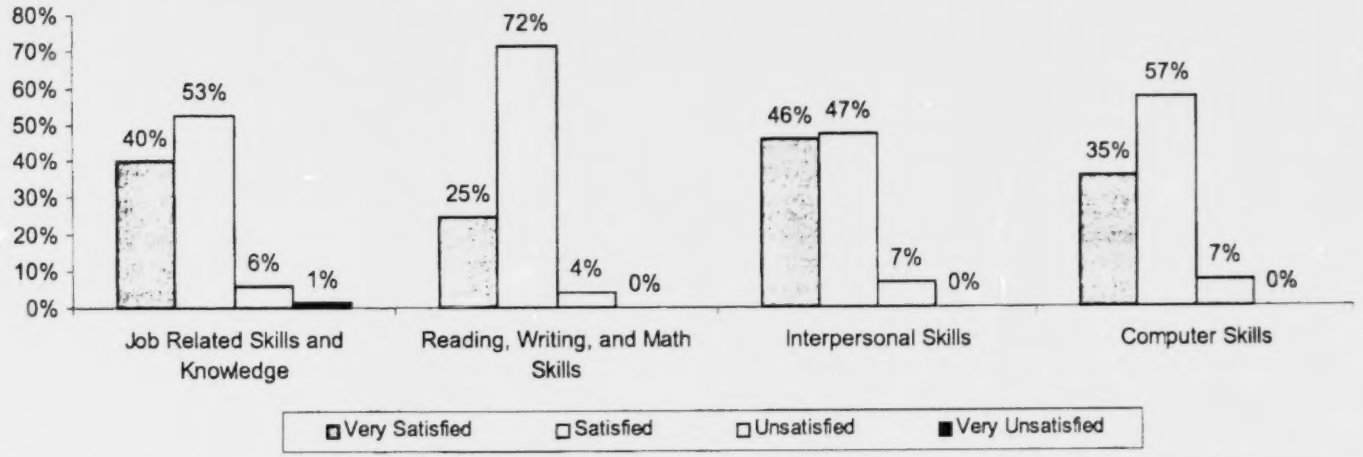
Employer Satisfaction With STCC Graduates

Area of Employer Rating	Very Satisfied Count	%	Satisfied Count	%	Unsatisfied Count	%	Very Unsatisfied Count	%	Total* Count	Not Applicable** Count
Job Related Skills and Knowledge	86	40%	113	53%	13	6%	3	1%	215	1
Reading, Writing, and Math Skills	25	25%	73	72%	4	4%	0	0%	102	6
Interpersonal Skills	33	46%	34	47%	5	7%	0	0%	72	0
Computer Skills	39	35%	63	57%	8	7%	0	0%	110	70
Total	**183**	**37%**	**283**	**57%**	**30**	**6%**	**3**	**1%**	**499**	**77**



*Totals vary because response categories are combinations of differing numbers of survey items. Totals may not appear to sum correctly due to rounding.

** Responses marked "Not Applicable" were not included in calculating the percent of total figures; however they are displayed for informational purposes.

Source: 2002 Graduate Follow-Up Study, Office of Intitutional Research and Effectiveness

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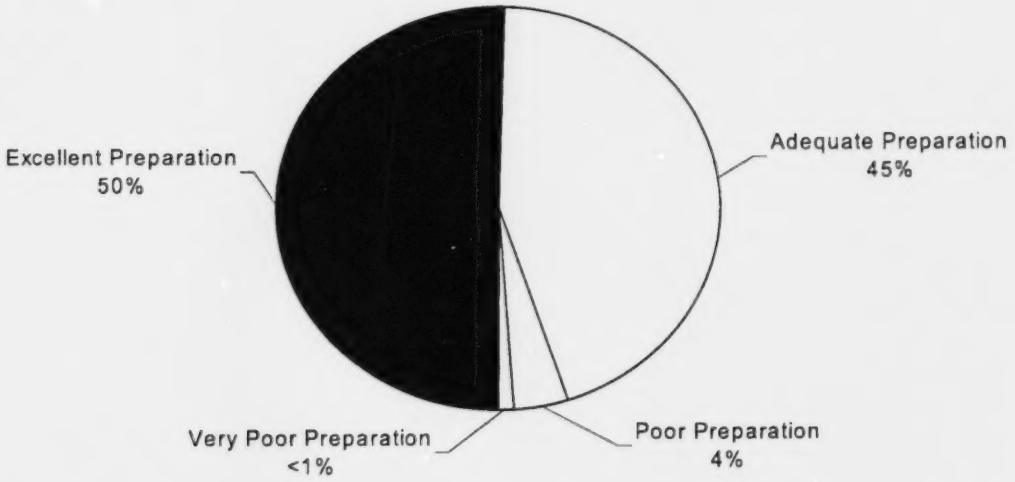
Student Satisfaction With Preparation For Work in Field

Student Satisfaction: High Levels of Satisfaction with Training, Preparing Students for Work in Field

Question: Considering your current or most recent position, how well did your major program help you in developing the following:						
Graduate Response for:	Critical Thinking Skills Count	%	Problem Solving Skills Count	%	Entry-Level Job Skills Count	%
Excellent	56	49%	57	50%	57	50%
Adequate	53	46%	51	45%	47	41%
Poor	3	3%	4	4%	6	5%
Very Poor	0	0%	0	0%	1	1%
Missing	2	2%	2	2%	3	3%

Graduates' Overall Perception of How Well STCC Prepared Them for Their Current or Most Recent Job *



* Based on 2002 Graduate Follow-up Survey.

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Student Development

Student Suspension or Probation Status Change 131
Fall to Fall Student Retention: FTIC Cohorts 132
Fall to Fall Retention of All Academic and Technical Students 133
Fall to Fall Retention: Total Enrollment 134

Detailed information on student retention can be found online at http://www.stcc.cc.tx.us/~research/reports/studflow/studflow.html

Executive Summary

STCC is committed to assisting students with their academic and personal development.

Student Development presents the following outcomes:

- ✓ The proportion of the student body placed on suspension during the 2002 academic year declined from 10% in the fall to 9% in the spring.
- ✓ The proportion of the student body retained from fall to fall has remained stable each academic year.
- ✓ The proportion of students enrolled in academic programs retained from fall to fall has remained stable each academic year.
- ✓ The proportion of students enrolled in technical programs retained from fall to fall has remained stable each academic year.

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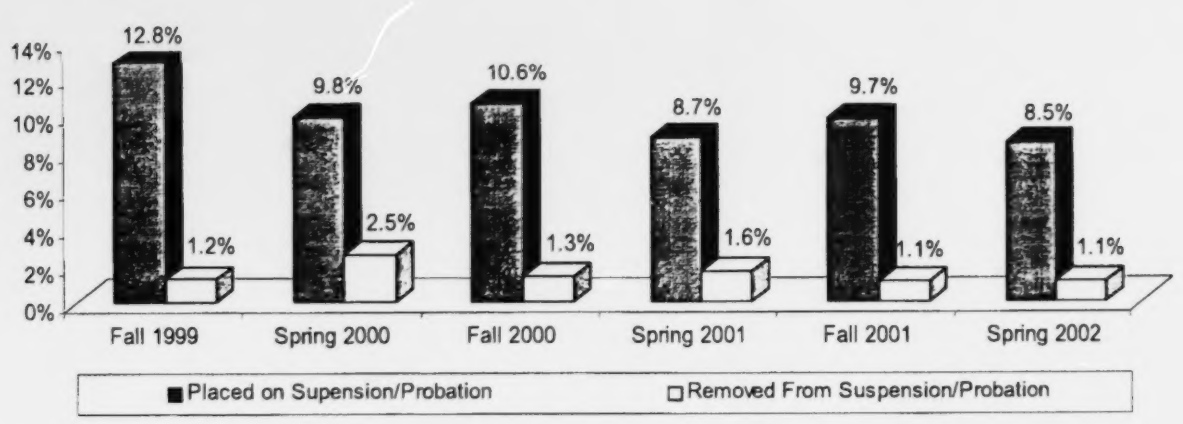
Student Suspension or Probation Status Changes

Student Status	1999-2000				2000-2001				2001-2002			
Changes from Prior Term	Fall	% of Total	Spring	% of Total	Fall	% of Total	Spring	% of Total	Fall	% of Total	Spring	% of Total
Placed on Suspension/Probation	1,327	12.8%	1,000	9.8%	1,203	10.6%	990	8.7%	1,211	9.7%	1,078	8.5%
Removed from Suspension/Probation	121	1.2%	258	2.5%	145	1.3%	187	1.6%	137	1.1%	137	1.1%
Total STCC Headcount	**10,381**		**10,210**		**11,338**		**11,358**		**12,448**		**12,733**	

Note: Students placed on suspension were not on suspension at the end of the prior term. Students removed from suspension were on suspension at the end of the prior term.

Percentage of STCC Students Placed on or Removed From Suspension or Probation Since Prior Term (Fall and Spring Terms)



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Fall to Fall Student Retention: FTIC Cohorts

		Fall 1996 FTIC Cohort		Fall 1997 FTIC Cohort		Fall 1998 FTIC Cohort		Fall 1999 FTIC Cohort		Fall 2000 FTIC Cohort	
Term	**Status of Cohort by Term**	**Total**		**Total**		**Total**		**Total**		**Total**	
First Fall	Initial First-Time in College Cohort	**1,180**		**1,441**		**2,023**		**2,247**		**3,056**	
First Spring	Not Enrolled	299	25%	386	27%	431	21%	504	22%	673	22%
	Continued Enrollment (% Retained)	850	72%	1,038	72%	1,557	77%	1,704	76%	2,383	78%
	Cumulative Transfers (% Transferred)	21	2%	12	1%	21	1%	31	1%	39	1%
	Cumulative Graduates (% Graduated)	10	1%	5	0%	14	1%	10	0%	9	0%
	Cum. Graduates or Transfers (%)	31	3%	17	1%	35	2%	41	2%	48	2%
	Retained/Graduate/Transfer Combined (%)	**881**	**75%**	**1,055**	**73%**	**1,592**	**79%**	**1,745**	**78%**	**2,431**	**80%**
Second Fall	Not Enrolled	592	50%	603	42%	902	45%	1,052	47%	1,719	56%
	Continued Enrollment (% Retained)	504	43%	779	54%	988	49%	1,020	45%	1,337	44%
	Cumulative Transfers (% Transferred)	44	4%	39	3%	94	5%	163	7%	347	11%
	Cumulative Graduates (% Graduated)	40	3%	20	1%	39	2%	14	1%	15	0%
	Cum. Graduates or Transfers	84	7%	59	4%	133	7%	177	8%	362	12%
	Retained/Graduate/Transfer Combined (%)	**588**	**50%**	**838**	**58%**	**1,121**	**55%**	**1,197**	**53%**	**1,699**	**56%**
Second Spring	Not Enrolled	627	53%	699	49%	1,020	50%	1,192	53%	1,760	58%
	Continued Enrollment (% Retained)	451	38%	642	45%	799	39%	846	38%	1,296	42%
	Cumulative Transfers (% Transferred)	52	4%	54	4%	108	5%	187	8%	354	12%
	Cumulative Graduates (% Graduated)	50	4%	46	3%	96	5%	20	1%	40	1%
	Cum. Graduates or Transfers (%)	102	9%	100	7%	204	10%	207	9%	394	13%
	Retained/Graduate/Transfer Combined (%)	**553**	**47%**	**742**	**51%**	**1,003**	**50%**	**1,053**	**47%**	**1,690**	**55%**
Third Fall	Not Enrolled	681	58%	771	54%	1,151	57%	1,291	57%	2,240	73%
	Continued Enrollment (% Retained)	359	30%	472	33%	616	30%	646	29%	816	27%
	Cumulative Transfers (% Transferred)	77	7%	102	7%	148	7%	295	13%	540	18%
	Cumulative Graduates (% Graduated)	63	5%	96	7%	108	5%	20	1%	65	2%
	Cum. Graduates or Transfers	140	12%	198	14%	256	13%	315	14%	605	20%
	Retained/Graduate/Transfer Combined (%)	**499**	**42%**	**670**	**46%**	**872**	**43%**	**961**	**43%**	**1,421**	**46%**

Note: Additional information can be found at the STCC Office of Institutional Research and Effectiveness web site at http://www.stcc.cc.tx.us/~research/reports/studflow/studflow.html

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Fall to Fall Retention of All Academic and Technical Students

Academic Programs' Student Retention	Fall 1997 - Fall 1998 Total		Fall 1998 to Fall 1999 Total		Fall 1999 to Fall 2000 Total		Fall 2000 to Fall 2001 Total		Fall 2001 to Fall 2002 Total	
Total Headcount Enrolled	3401		3830		3966		4389		4818	
Not Enrolled (%)	1236	36%	1400	37%	1499	38%	1625	37%	1632	34%
Continued Enrollment (% Retained)	1761	52%	1883	50%	1892	48%	2076	47%	2455	51%
Transferred to UTPA (% Transferred)	382	11%	503	13%	507	13%	613	14%	643	13%
Graduated this Term (% Graduated)	22	1%	44	1%	68	2%	75	2%	88	2%
Graduates or Transfers (%)	404	12%	547	14%	575	14%	688	16%	731	15%

Technical Programs' Student Retention	Fall 1997 - Fall 1998 Total		Fall 1998 to Fall 1999 Total		Fall 1999 to Fall 2000 Total		Fall 2000 to Fall 2001 Total		Fall 2001 to Fall 2002 Total	
Total Headcount Enrolled	2855		4249		4439		4381		4527	
Not Enrolled (%)	1154	40%	1898	45%	2133	48%	1938	44%	1919	42%
Continued Enrollment (% Retained)	1470	51%	2000	48%	1992	45%	2124	48%	2355	52%
Transferred to UTPA (% Transferred)	114	4%	129	3%	149	3%	150	3%	128	3%
Graduated this Term (% Graduated)	117	4%	222	5%	165	4%	169	4%	125	3%
Graduates or Transfers (%)	231	8%	351	8%	314	7%	319	7%	253	6%

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Fall to Fall Retention: Total Enrollment

Academic Year	1998 #	1999 #	2000 #	2001 #	2002 #
Total Student Headcount	9453	10373	11319	12448	13695
Total Graduates*	489	712	654	770	**
Total Potential Retention Subtotal	8964	9661	10665	11678	13695
Number of Students Returning in Fall	4554	4730	5189	5754	**
Percent Retained From Prior Fall (Less Graduates)	→	**51%**	**49%**	**49%**	**49%**
Total Potential Retention Subtotal	8964	9669	10684	11678	13695
Concurrent Student Headcount	104	428	1165	1914	2130
Number of Concurrent Students Returning	30	104	334	597	**
Percent Retention of Concurrent	29%	24%	29%	31%	**
Total Potential Retention Subtotal	8860	9241	9519	9764	11565
Number of Students Returning in Fall	4554	4730	5189	5754	**
Percent Retained From Prior Fall (Less Graduates and Concurrent)	→	**51%**	**51%**	**55%**	**59%**

*Graduates who were enrolled Fall of Academic Year. Number does not include students who skipped the Fall, nor does it include students transferring in Spring and Summer.

** Pending the completion of 2003.

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TASP Test

TASP Passage Rate 136
TASP Gains: Students Enrolled in Developmental Math Fall 2001 137
TASP Gains: Students Enrolled in Developmental English Fall 2001 138
TASP Gains: Students Enrolled in Developmental Reading Fall 2001 139

Executive Summary

STCC supports the continued academic development of students who come to college not fully prepared to undertake college-level studies in all areas. The TASP is an indicator of achievement in the basic academic skills of writing, reading and mathematics.

✓ The percentage of students passing the Reading and Math portions of TASP have remained stable.

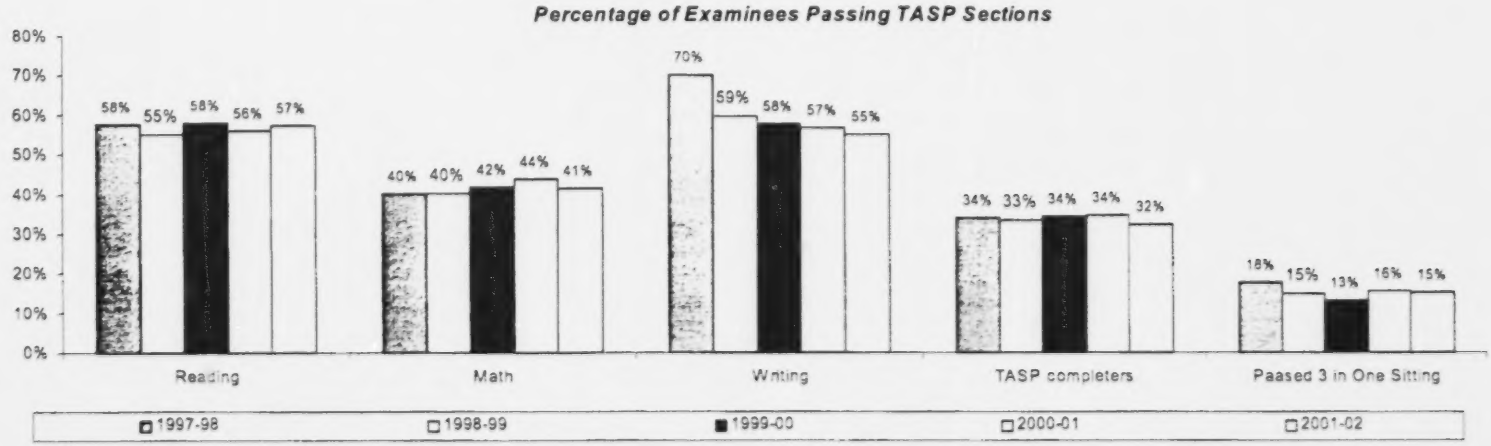
● The percentage of students passing the Writing portion of TASP has declined.

TASP Passage Rate

TASP Passage Rates for STCC Enrolled Students *

	Reading			Math			Writing			Totals			TASP Completers**		
Academic Year	Unduplicated Attempts	Passed	%	Unduplicated Attempts	Passed	%	Unduplicated Attempts	Passed	%	Unduplicated Examinees	Passed 3rd Section	%	Unduplicated Attempts to Pass All 3 in One Sitting	Passed	%
1997-98	2,782	1,607	58%	3,130	1,257	40%	2,513	1,762	70%	3,706	1,260	34%	1,799	321	18%
1998-99	2,732	1,506	55%	3,140	1,257	40%	2,250	1,338	59%	3,948	1,311	33%	1,481	218	15%
1999-00	2,223	1,291	58%	2,763	1,159	42%	1,889	1,087	58%	3,466	1,189	34%	1,198	158	13%
2000-01	2,326	1,299	56%	2,837	1,239	44%	2,110	1,198	57%	3,593	1,238	34%	1,289	200	16%
2001-02	2,516	1,442	57%	2,917	1,207	41%	2,240	1,228	55%	3,808	1,231	32%	1,364	206	15%
Totals	**12,579**	**7,145**	**57%**	**14,787**	**6,119**	**41%**	**11,002**	**6,613**	**60%**	**18,521**	**6,229**	**34%**	**7,131**	**1,103**	**15%**

* STCC Enrolled Students includes only those students who were enrolled at some point during the academic year in which they tested for TASP.
** TASP Completers are those students completing the third and final section of TASP during this academic year regardless of which year they first took the TASP, including those who took all 3 sections in one sitting.



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TASP Gains

Students Enrolled in Developmental Math Fall 2001

MATH Course	Initial TASP Score Range	Total Enrl	TASP Retest Information: Retest TASP* No	Retest TASP* Yes	Retest TASP* % of Total	Passing Retest # Pass	Passing Retest % Pass	Passing Retest % of Total	Retake Score Range 100-199: Retested #	100-199: Retested Avg. Gain	100-199: Received Grade #	100-199: Received Grade Avg. Grade	Retake Score Range 200-229: Retested #	200-229: Retested Avg. Gain	200-229: Received Grade #	200-229: Received Grade Avg. Grade	Retake Score Range 230+: Retested #	230+: Retested Avg. Gain	230+: Received Grade #	230+: Received Grade Avg. Grade	Overall Averages: Retested #	Overall Averages: Retested Avg. Gain	Overall Averages: Received Grade #	Overall Averages: Received Grade Avg. Grade
0080	Not Taken	903	810	93	10%	14	15%	2%	N/A	N/A	39	1.15	N/A	N/A	40	2.25	N/A	N/A	14	1.86	N/A	N/A	903	1.34
	100-199	193	176	17	9%	1	6%	1%	12	12.83	12	1.00	4	32.25	4	2.00	1	101.00	1	2.00	17	22.59	193	1.10
	200-229	49	43	6	12%	1	17%	2%	2	(27.50)	2	1.00	3	(7.00)	3	3.67	1	9.00	1	3.00	6	(11.17)	49	1.35
	230+		0			0			0		0		0		0		0		0		0		0	
0080	**Total**	**1,145**	**1,029**	**116**	**10%**	**16**	**14%**	**1%**	**14**	**7.07**	**53**	**1.11**	**7**	**15.43**	**47**	**2.32**	**2**	**55.00**	**16**	**1.94**	**23**	**13.78**	**1145**	**1.30**
0085	Not Taken	885	745	140	16%	79	0%	9%	N/A	N/A	12	1.00	N/A	N/A	49	1.08	N/A	N/A	79	2.24	N/A	N/A	885	1.06
	100-199	234	207	27	12%	5	19%	2%	6	6.67	6	1.00	16	28.44	16	1.44	5	62.80	5	3.00	27	29.96	234	0.74
	200-229	306	255	51	17%	25	49%	8%	4	(31.00)	4	1.00	22	4.27	22	1.27	25	25.40	25	1.96	51	11.86	306	1.01
	230+	7	7		0%	0			0		0		0		0		0		0		0		7	1.43
0085	**Total**	**1,432**	**1,214**	**218**	**15%**	**109**	**50%**	**8%**	**10**	**(8.40)**	**22**	**1.00**	**38**	**14.45**	**87**	**1.20**	**30**	**31.63**	**109**	**2.21**	**78**	**18.13**	**1432**	**1.00**
0090	Not Taken	446	364	82	18%	51	62%	11%	N/A	N/A	6	1.17	N/A	N/A	25	1.64	N/A	N/A	51	2.14	N/A	N/A	446	1.20
	100-199	125	91	34	27%	21	62%	17%	1	1.00	1	0.00	12	36.08	12	1.83	21	65.52	21	2.33	34	53.24	125	1.05
	200-229	221	150	71	32%	47	66%	21%	2	(17.50)	2	2.00	22	2.55	22	1.59	47	30.72	47	1.70	71	20.63	221	1.02
	230+	112	106	6	5%	5	83%	4%	0		0		1	(16.00)	1	1.00	5	5.20	5	1.20	6	1.67	112	1.29
0090	**Total**	**904**	**711**	**193**	**21%**	**124**	**64%**	**14%**	**3**	**(11.33)**	**9**	**1.22**	**35**	**13.51**	**60**	**1.65**	**73**	**38.99**	**124**	**1.97**	**111**	**29.59**	**904**	**1.15**
Summary All Courses	Not Taken	2234	1,919	315	14%	144	0%	6%	N/A	N/A	57	1.12	N/A	N/A	114	1.61	N/A	N/A	144	2.17	N/A	N/A	2234	1.20
	100-199	552	474	78	14%	27	35%	5%	19	10.26	19	0.95	32	31.78	32	1.66	27	66.33	27	2.44	78	38.50	552	0.93
	200-229	576	448	128	22%	73	57%	13%	8	(26.75)	8	1.25	47	2.74	47	1.57	73	28.60	73	1.81	128	15.65	576	1.04
	230+	119	113	6	5%	5	83%	4%	0		0		1	(16.00)	1	1.00	5	5.20	5	1.20	6	1.67	119	1.29
Table Total		**3,481**	**2,954**	**527**	**15%**	**249**	**47%**	**7%**	**27**	**(0.70)**	**84**	**1.10**	**80**	**14.13**	**194**	**1.61**	**105**	**37.19**	**249**	**2.07**	**212**	**23.66**	**3481**	**1.14**

Notes: Initial TASP score range is based on the highest score a student had received prior to beginning the course reported above.

*The retest period covers tests taken from October 15, 2001 through February 28, 2002 and uses the highest retest score from that period. Numbers in parentheses in the average gain columns indicate a decrease in the average score.

** There was no TASP score recorded prior to the first class day, therefore no gains could be measured.

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TASP Gains

Students Enrolled in Developmental English Fall 2001

ENGL Course	Initial TASP Score Range	Total Enrl	TASP Retest Information: Retest TASP* No	Retest TASP* Yes	Retest TASP* % of Total	Passing Retest # Pass	Passing Retest % Pass	Passing Retest % of Total	Retake Score Range 100-179: Retested #	Retested Avg. Gain	Received Grade #	Received Grade Avg. Grade	Retake Score Range 180-199: Retested #	Retested Avg. Gain	Received Grade #	Received Grade Avg. Grade	Retake Score Range 200-219: Retested #	Retested Avg. Gain	Received Grade #	Received Grade Avg. Grade	Retake Score Range 220+: Retested #	Retested Avg. Gain	Received Grade #	Received Grade Avg. Grade	Overall Averages: Retested #	Retested Avg. Gain	Received Grade #	Received Grade Avg. Grade
0071	Not Taken	478	355	123	26%	62	50%	13%	N/A	N/A	3	2.33	N/A	N/A	43	2.37	N/A	N/A	15	2.47	N/A	N/A	62	2.87	N/A	N/A	478	1.87
	100-179	8	6	2	25%	0	0%	0%	1	0.00	1	1.00	1	30.00	1	2.00	0		0		0		0		2	15.00	8	0.75
	180-199	91	68	23	25%	14	61%	15%	0		0		7	0.00	7	2.29	2	20.00	2	2.50	14	59.29	14	2.64	23	37.83	91	1.76
	200-219	5	3	2	40%	2	100%	40%	0		0		0		0		0		0		2	30.00	2	2.50	2	30.00	5	1.80
	220+	1	1	0	0%	0	0%	0%	0		0		0		0		0		0		0		0		0		1	3.00
0071	**Total**	**583**	**433**	**150**	**26%**	**78**	**52%**	**13%**	**1**	**0.00**	**4**	**2.00**	**8**	**3.75**	**51**	**2.35**	**2**	**20.00**	**17**	**2.47**	**16**	**55.63**	**78**	**2.82**	**27**	**35.56**	**583**	**1.84**
0081	Not Taken	173	123	50	29%	28	56%	16%	N/A	N/A			N/A	N/A	15	2.53	N/A	N/A	7	2.43	N/A	N/A	28	2.79	N/A	N/A	173	1.86
	100-179	7	6	1	14%	0	0%	0%	0		0		1	60.00	1	3.00	0		0		0		0		1	60.00	7	2.00
	180-199	80	57	23	29%	10	43%	13%	1	(30.00)	1	2.00	8	0.00	8	1.88	4	20.00	4	2.25	10	54.00	10	3.10	23	25.65	80	1.73
	200-219	32	21	11	34%	7	64%	22%	0		0		1	(20.00)	1	2.00	3	0.00	3	2.33	7	34.29	7	3.14	11	20.00	32	2.16
	220+		0	0	0%	0	0%	0%	0		0		0		0		0		0		0		0		0		0	
0081	**Total**	**292**	**207**	**85**	**29%**	**45**	**53%**	**15%**	**1**	**(30.00)**	**1**	**2.00**	**10**	**4.00**	**25**	**2.32**	**7**	**11.43**	**14**	**2.36**	**17**	**45.88**	**45**	**2.91**	**35**	**24.86**	**292**	**1.80**
0091	Not Taken	66	47	19	29%	11	58%	17%	N/A	N/A			N/A	N/A	5	2.20	N/A	N/A	3	3.33	N/A	N/A	11	2.82	N/A	N/A	66	2.18
	100-179	3	3	0	0%	0	0%	0%	0		0		0		0		0		0		0		0		0		3	1.67
	180-199	47	27	20	43%	7	35%	15%	0		0		11	0.00	11	2.64	2	20.00	2	2.50	7	60.00	7	3.71	20	23.00	47	2.53
	200-219	27	18	9	33%	4	44%	15%	0		0		2	(20.00)	2	1.50	3	0.00	3	3.00	4	40.00	4	3.00	9	13.33	27	2.37
	220+	2	2	0	0%	0	0%	0%	0		0		0		0		0		0		0		0		0		2	0.00
0091	**Total**	**145**	**97**	**48**	**33%**	**22**	**46%**	**15%**					**13**	**(3.08)**	**18**	**2.39**	**5**	**8.00**	**8**	**3.00**	**11**	**52.73**	**22**	**3.14**	**29**	**20.00**	**145**	**2.29**
Summary All Courses	Not Taken	717	525	192	27%	101	53%	14%	N/A	N/A	3	2.33	N/A	N/A	63	2.40	N/A	N/A	25	2.56	N/A	N/A	101	2.84	N/A	N/A	717	1.89
	100-179	18	15	3	17%	0	0%	0%	1	0.00	1	1.00	2	45.00	2	2.50	0		0		0		0		3	30.00	18	1.39
	200-219	64	42	22	34%	13	59%	20%	0		0		3	(20.00)	3	1.67	6	0.00	6	2.67	13	35.38	13	3.00	22	18.18	64	2.22
	220+	3	3	0	0%	0	0%	0%	0		0		0		0		0		0		0		0		0		3	1.00
Table Total		**1,020**	**737**	**283**	**28%**	**145**	**51%**	**14%**	**2**	**(15.00)**	**5**	**2.00**	**31**	**0.97**	**94**	**2.35**	**14**	**11.43**	**39**	**2.54**	**44**	**51.14**	**145**	**2.90**	**91**	**26.48**	**1020**	**1.91**

Notes: Initial TASP score range is based on the highest score a student had received prior to beginning the course reported above.

*The retest period covers tests taken from October 15, 2001 through February 28, 2002 and uses the highest retest score from that period. Numbers in parentheses in the average gain columns indicate a decrease in the average score.

** There was no TASP score recorded prior to the first class day, therefore no gains could be measured.

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TASP Gains

Students Enrolled in Developmental Reading Fall 2001

READ Course	Initial TASP Score Range	Total Enrl	TASP Retest Information: Retest TASP* No	Retest TASP* Yes	Retest TASP* % of Total	Passing Retest # Pass	Passing Retest % Pass	Passing Retest % of Total	Retake Score Range 100-179: Retested #	100-179: Retested Avg. Gain	100-179: Received Grade #	100-179: Received Grade Avg. Grade	Retake Score Range 180-199: Retested #	180-199: Retested Avg. Gain	180-199: Received Grade #	180-199: Received Grade Avg. Grade	Retake Score Range 200-229: Retested #	200-229: Retested Avg. Gain	200-229: Received Grade #	200-229: Received Grade Avg. Grade	Retake Score Range 230+: Retested #	230+: Retested Avg. Gain	230+: Received Grade #	230+: Received Grade Avg. Grade	Overall Averages: Retested #	Overall Averages: Retested Avg. Gain	Overall Averages: Received Grade #	Overall Averages: Received Grade Avg. Grade
0070	Not Taken	246	207	39	0%	17	0%	0%	N/A	N/A	3	2.00	N/A	N/A	2	0.50	N/A	N/A	17	1.76	N/A	N/A	17	3.06	N/A	N/A	246	1.87
	100-179	19	15	4	21%	2	50%	11%	0		0		0		0		2	61.00	2	2.00	2	88.50	2	3.00	4	74.75	19	1.53
	180-199	18	13	5	28%	1	20%	6%	0		0		0				4	27.50	4	3.75	1	61.00	1	4.00	5	34.20	18	2.22
	200-229	12	7	5	42%	4	80%	33%	0		0		1	(46.00)	1	2.00	0		0		4	42.25	4	3.50	5	24.60	12	2.50
	230+	1	1	0	0%	0	0%	0%	0		0		0		0		0		0		0		0		0		1	4.00
0070	Total	296	243	53	18%	24	45%	8%	0		3	2.00	1	(46.00)	3	1.00	6	38.67	23	2.13	7	58.14	24	3.17	14	42.36	296	1.90
0080	Not Taken	189	131	58	0%	30	1%	0%	N/A	N/A	4	1.25	N/A	N/A	5	1.80	N/A	N/A	19	2.58	N/A	N/A	30	3.20	N/A	N/A	189	2.25
	100-179	20	15	5	25%	1	20%	5%	2	(9.50)	2	1.50	0		0		2	35.50	2	3.50	1	96.00	1	0.00	5	29.60	20	1.40
	180-199	44	32	12	27%	2	17%	5%	0		0		3	0.67	3	3.00	7	22.29	7	1.71	2	46.50	2	2.00	12	20.92	44	1.48
	200-229	37	22	15	41%	8	53%	22%	0		0		1	(11.00)	1	2.00	6	1.17	6	2.67	8	35.63	8	2.38	15	18.73	37	2.19
	230+	1	1	0	0%	0	0%	0%	0		0		0		0		0		0		0		0		0		1	2.00
0080	Total	291	201	90	31%	41	46%	14%	2	(9.50)	6	1.33	4	2.25	9	2.22	15	15.60	34	2.47	11	43.09	41	2.90	32	21.25	291	2.07
0090	Not Taken	184	125	59	0%	39	1%	0%	N/A	N/A			N/A	N/A	7	2.43	N/A	N/A	13	2.15	N/A	N/A	39	2.97	N/A	N/A	184	2.15
	100-179	8	5	3	38%	1	33%	13%	0		0		1	39.00	1	0.00	1	37.00	1	2.00	1	73.00	1	3.00	3	49.67	8	1.63
	180-199	30	14	16	53%	5	31%	17%	2	(34.00)	2	3.00	6	0.33	6	2.83	3	19.67	3	3.00	5	61.60	5	2.20	16	18.81	30	2.20
	200-229	123	69	54	44%	32	59%	26%	2	(50.50)	2	3.00	5	(28.20)	5	2.60	15	(0.93)	15	3.13	32	29.97	32	2.94	54	13.02	123	2.24
	230+	1	1	0	0%	0	0%	0%	0		0		0		0		0		0		0		0		0		1	0.00
0090	Total	346	214	132	38%	77	58%	22%	4	(42.25)	4	3.00	12	(8.33)	19	2.47	19	4.32	32	2.69	38	35.26	77	2.91	73	15.79	346	2.17
Summary All Courses	Not Taken	619	463	156	0%	86	1%	0%	N/A	N/A	7	1.57	N/A	N/A	14	1.93	N/A	N/A	49	2.18	N/A	N/A	86	3.07	N/A	N/A	619	2.07
	100-179	47	35	12	26%	0	0%	0%	1	0.00	1	1.00	2	45.00	2	2.50	0		0		0		0		3	30.00	18	1.39
	180-199	92	59	33	36%	8	24%	9%	2	(34.00)	2	3.00	9	0.44	9	2.89	14	23.21	14	2.57	8	57.75	8	2.38	33	21.91	92	1.86
	200-229	64	42	22	34%	13	59%	20%	0		0		3	(20.00)	3	1.67	6	0.00	6	2.67	13	35.38	13	3.00	22	18.18	64	2.22
	230+	3	3	0	0%	0	0%	0%	0		0		0		0		0		0		0		0		0		3	2.00
Table Total		933	658	275	29%	142	52%	15%	6	(31.33)	13	2.00	17	(9.12)	31	2.26	40	13.70	89	2.46	56	39.66	142	2.95	119	20.39	933	2.05

Notes: Initial TASP score range is based on the highest score a student had received prior to beginning the course reported above.

*The retest period covers tests taken from October 15, 2001 through February 28, 2002 and uses the highest retest score from that period. Numbers in parentheses in the average gain columns indicate a decrease in the average score.

** There was no TASP score recorded prior to the first class day, therefore no gains could be measured.

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Academic Progress of All Students

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Executive Summary

- ✓ The pass rate in College Algebra, Math 1414, for former Developmental Math students is increasing faster and the withdrawal rate is decreasing more rapidly than students never required to be in Developmental Studies.
- ● The pass rate in English 1301 for former Developmental Reading students is decreasing faster and the withdrawal rate is decreasing slower than students never required to be in Developmental Studies.
- ● The pass rate in English 1301 for former Developmental English students is decreasing faster and the withdrawal rate is decreasing more rapidly than students never required to be in Developmental Studies
- ● 10% of Fall 1998 First-Time in College (FTIC) Freshmen Cohorts who took Developmental courses completed a degree or certificate by August 2001. 25% of FTIC students who did not take Developmental courses completed a degree or certificate during the same time period.
- ● 12% of Fall 1999 FTIC students who took Developmental courses completed a degree or certificate by August 2002. 26% of FTIC students who did not take Developmental courses completed a degree or certificate during the same time period.

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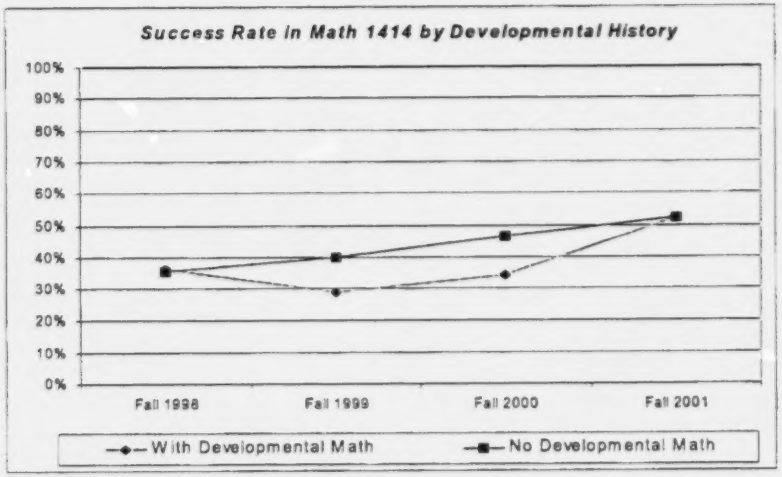
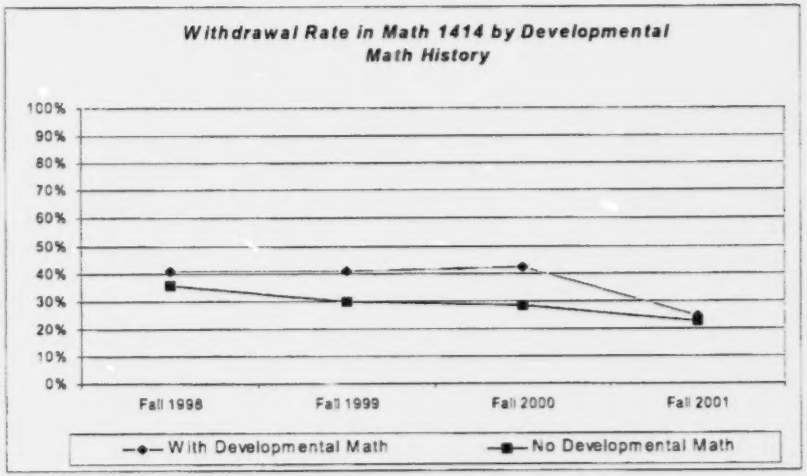
Academic Success After Developmental Studies in Math

Success Rates in College Level Courses by Students Previously Enrolled in Developmental Courses

Students Enrolled in MATH1414 by Term	Total Enrolled	Total W/ Dev.	Students With Developmental Math						Students With No Developmental Math					
			A, B, C, P		D, F, I, NP		Withdrew (W)		Total No Dev.	A, B, C, P		D, F, I, NP		Withdrew (W)	
			#	%	#	%	#	%		#	%	#	%	#	%
Fall 1998	1,110	472	171	36%	109	23%	192	41%	638	227	36%	183	29%	228	36%
Spring 1999	1,162	516	199	39%	134	26%	183	35%	646	241	37%	196	30%	209	32%
Summer I 1999	386	163	65	40%	38	23%	60	37%	223	107	48%	47	21%	69	31%
Summer II 1999	317	119	71	60%	27	23%	21	18%	198	131	66%	33	17%	34	17%
Fall 1999	1,097	423	121	29%	129	31%	173	41%	674	266	40%	206	31%	202	30%
Spring 2000	985	420	110	26%	142	34%	168	40%	565	160	28%	221	39%	184	33%
Summer I 2000	387	168	50	30%	58	35%	60	36%	219	93	43%	64	29%	62	28%
Summer II 2000	265	110	44	40%	32	29%	34	31%	155	73	47%	46	30%	36	23%
Fall 2000	1,182	434	149	34%	105	24%	180	42%	748	347	46%	187	25%	214	29%
Spring 2001	888	393	180	46%	103	26%	110	28%	495	219	44%	144	29%	132	27%
Summer I 2001	371	182	108	59%	36	20%	38	21%	189	110	58%	40	21%	39	21%
Summer II 2001	175	78	51	65%	8	10%	19	24%	97	60	62%	9	9%	28	29%
Fall 2001	1,190	516	270	52%	119	23%	127	25%	674	353	52%	169	25%	152	23%
Spring 2002	962	518	248	48%	150	29%	120	23%	444	209	47%	115	26%	120	27%
Summer I 2002	355	191	102	53%	48	25%	41	22%	164	100	61%	38	23%	26	16%
Summer II 2002	248	102	72	71%	17	17%	13	13%	146	94	64%	28	19%	24	16%





Note: "Students With Developmental (Course)" includes students who received a grade of A, B, C, D, F, I, P, NP, or W in the specified developmental course prior to the term they enrolled in Math 1414 (College Algebra).

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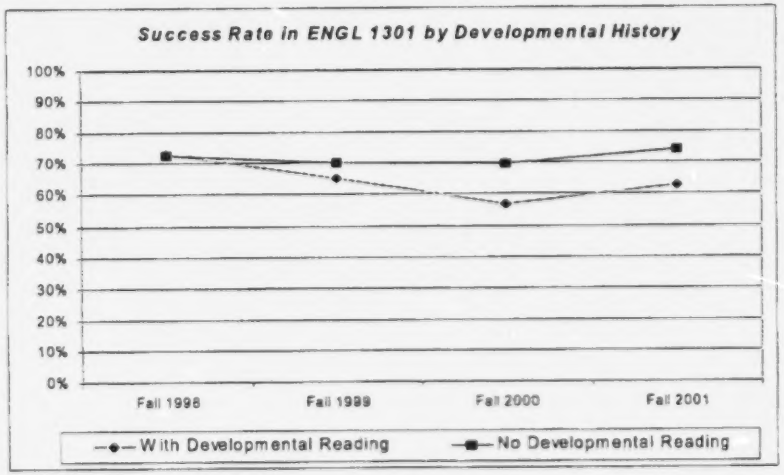
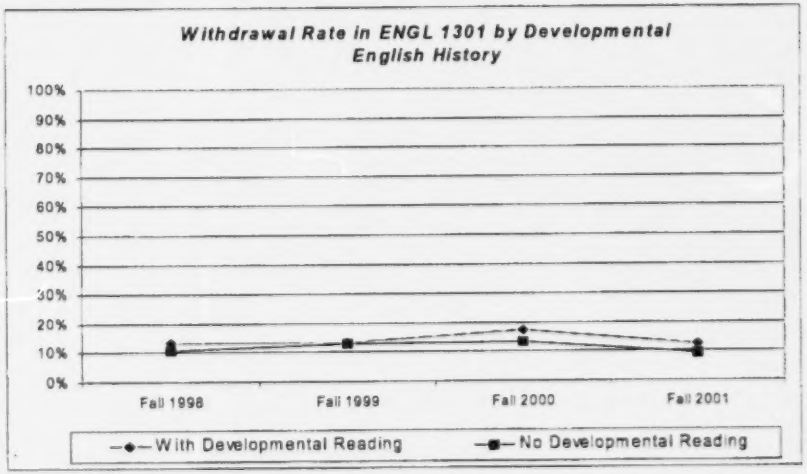
Academic Success After Developmental Studies in Reading

Success Rates in College Level Courses by Students Previously Enrolled in Developmental Courses

Students Enrolled in ENGL 1301 by Term	Total Enrolled	Total W/ Dev.	Students With Developmental Reading						Total No Dev.	Students With No Developmental Reading					
			A, B, C, P		D, F, I, NP		Withdrew (W)			A, B, C, P		D, F, I, NP		Withdrew (W)	
			#	%	#	%	#	%		#	%	#	%	#	%
Fall 1998	1,228	246	180	73%	33	13%	33	13%	982	715	73%	161	16%	106	11%
Spring 1999	1,042	248	160	65%	43	17%	45	18%	794	490	62%	150	19%	154	19%
Summer I 1999	256	58	34	59%	15	26%	9	16%	198	146	74%	35	18%	17	9%
Summer II 1999	161	25	20	80%	2	8%	3	12%	136	107	79%	10	7%	19	14%
Fall 1999	1,523	314	205	65%	68	22%	41	13%	1,209	849	70%	209	17%	151	13%
Spring 2000	1,339	311	184	59%	77	25%	50	16%	1,028	599	58%	258	25%	171	17%
Summer I 2000	267	48	34	71%	9	19%	5	10%	219	181	83%	23	11%	15	7%
Summer II 2000	163	27	22	82%	3	11%	2	7%	136	106	78%	15	11%	15	11%
Fall 2000	1,885	323	184	57%	83	26%	56	17%	1,562	1,086	70%	269	17%	207	13%
Spring 2001	1,083	284	154	54%	65	23%	65	23%	799	450	56%	176	22%	173	22%
Summer I 2001	294	60	47	78%	4	7%	9	15%	234	186	80%	26	11%	22	9%
Summer II 2001	173	36	29	81%	2	6%	5	14%	137	104	76%	14	10%	19	14%
Fall 2001	1,939	272	170	63%	68	25%	34	13%	1,667	1,240	74%	271	16%	156	9%
Spring 2002	1,087	258	140	54%	72	28%	46	18%	829	500	60%	178	22%	151	18%
Summer I 2002	348	66	54	82%	7	11%	5	8%	282	242	86%	28	10%	12	4%
Summer II 2002	186	42	30	71%	11	26%	1	2%	144	110	76%	19	13%	15	10%





Note: "Students With Developmental (Course)" includes students who received a grade of A, B, C, D, F, I, P, NP, or W in the specified developmental course prior to the term they enrolled in ENGL 1301 (Composition).

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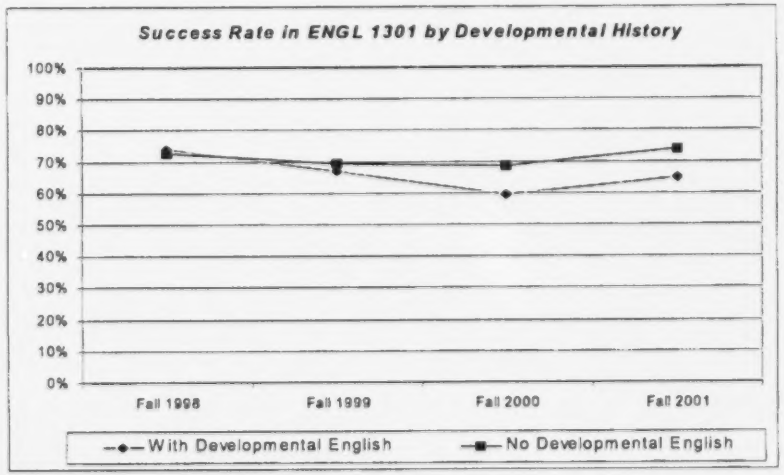
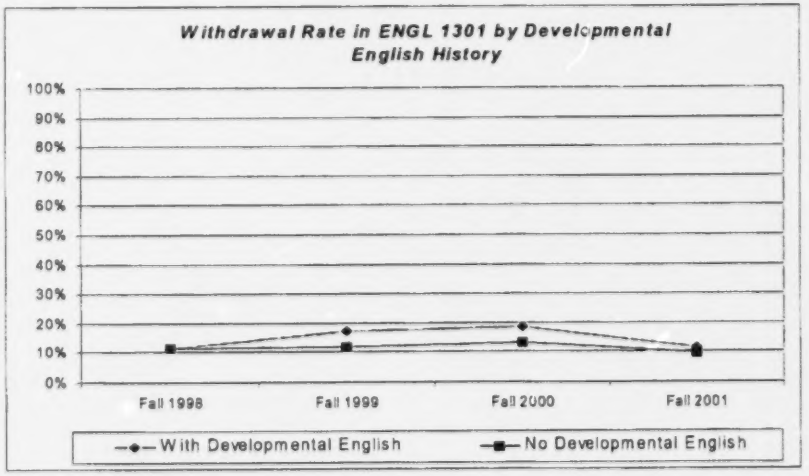
Academic Success After Developmental Studies in English

Success Rates in College Level Courses by Students Previously Enrolled in Developmental Courses

Students Enrolled in ENGL 1301 by Term	Total Enrolled	Total W/ Dev.	Students With Developmental English						Students With No Developmental English					
			A, B, C, P		D, F, I, NP		Withdrew (W)		Total No Dev.	A, B, C, P		D, F, I, NP		Withdrew (W)	
			#	%	#	%	#	%		#	%	#	%	#	%
Fall 1998	1,228	245	181	74%	36	15%	28	11%	983	714	73%	158	16%	111	11%
Spring 1999	1,042	182	113	62%	32	18%	37	20%	860	537	62%	161	19%	162	19%
Summer I 1999	256	57	39	68%	7	12%	11	19%	199	141	71%	43	22%	15	8%
Summer II 1999	161	27	22	82%	2	7%	3	11%	134	105	78%	10	8%	19	14%
Fall 1999	1,523	215	144	67%	34	16%	37	17%	1,308	910	70%	243	19%	155	12%
Spring 2000	1,339	248	154	62%	56	23%	38	15%	1,091	629	58%	279	26%	183	17%
Summer I 2000	267	69	54	78%	9	13%	6	9%	198	161	81%	23	12%	14	7%
Summer II 2000	163	26	20	77%	5	19%	1	4%	137	108	79%	13	10%	16	12%
Fall 2000	1,885	268	159	59%	59	22%	50	19%	1,617	1,111	69%	293	18%	213	13%
Spring 2001	1,083	237	145	61%	49	21%	43	18%	846	459	54%	192	23%	195	23%
Summer I 2001	294	71	59	83%	7	10%	5	7%	223	174	78%	23	10%	26	12%
Summer II 2001	173	40	29	73%	4	10%	7	18%	133	104	78%	12	9%	17	13%
Fall 2001	1,939	240	156	65%	56	23%	28	12%	1,699	1,254	74%	283	17%	162	10%
Spring 2002	1,087	236	149	63%	57	24%	30	13%	851	491	58%	193	23%	167	20%
Summer I 2002	348	78	64	82%	10	13%	4	5%	270	232	86%	25	9%	13	5%
Summer II 2002	186	47	32	68%	10	21%	5	11%	139	108	78%	20	14%	11	8%





Note: "Students With Developmental (Course)" includes students who received a grade of A, B, C, D, F, I, P, NP, or W in the specified developmental course prior to the term they enrolled in ENGL 1301 (Composition).

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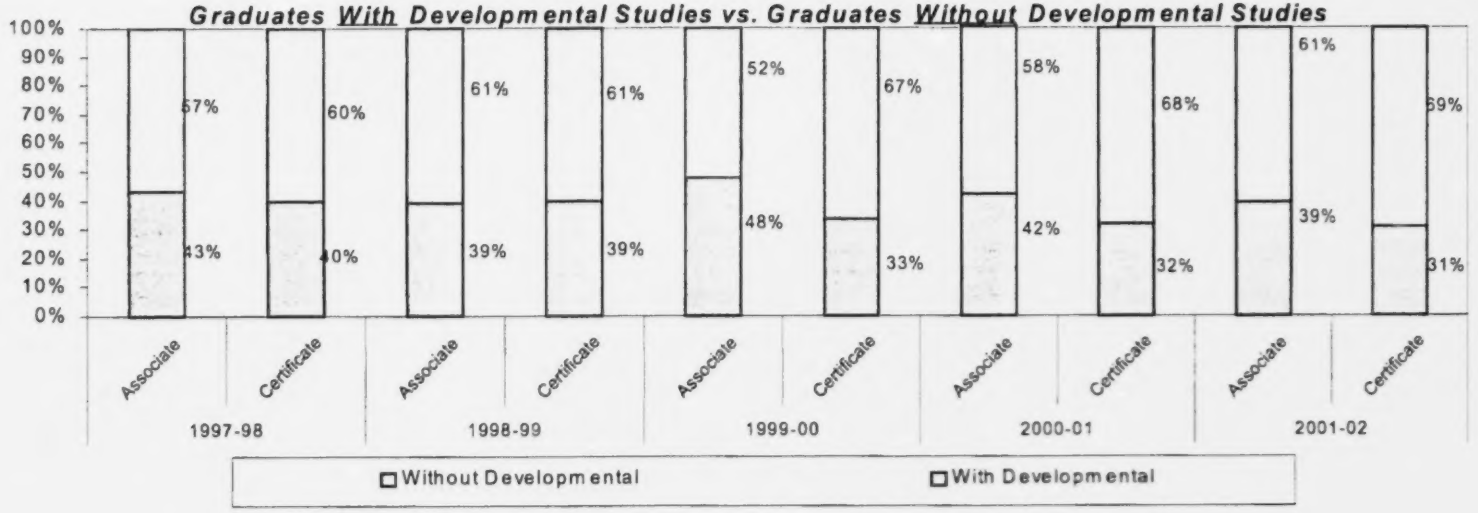
STCC Graduate Comparison With vs. Without Developmental History

Academic Year	Degree Level	No Developmental Studies #	No Developmental Studies %	Took Developmental Studies #	Took Developmental Studies %	Total STCC Graduates #	Total STCC Graduates %
1997-98	Associate	72	43%	94	57%	166	100%
	Certificate	93	40%	141	60%	234	100%
1998-99	Associate	102	39%	158	61%	260	100%
	Certificate	109	39%	167	61%	276	100%
1999-00	Associate	222	48%	242	52%	464	100%
	Certificate	119	33%	237	67%	356	100%
2000-01	Associate	195	42%	274	58%	469	100%
	Certificate	94	32%	200	68%	294	100%
2001-02	Associate	268	39%	413	61%	681	100%
	Certificate	82	31%	183	69%	265	100%
Total Graduates		**1,356**	**39%**	**2,109**	**61%**	**3,465**	**100%**



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Comparison of Three-Year Completion Rates of First-Time in College Freshmen Cohorts: Developmental vs. Non-Developmental Students

Fall 1998 First-Time in College Freshmen Cohort by Degree/Certificate Completion through August 2001 (3 years)	Took Developmental Courses		Did Not Take Developmental Courses		Total	
	#	%	#	%	#	%
Total FTIC Cohort	**1,522**		**501**		**2,023**	
Completed Associate Degree	35	2.2%	43	6.3%	78	3.5%
Completed Certificate	68	4.3%	33	4.8%	101	4.5%
Completed Either Associate Degree or Certificate	102	6.5%	73	10.7%	175	7.8%

Fall 1999 First-Time in College Freshmen Cohort by Degree/Certificate Completion through August 2002 (3 years)	Took Developmental Courses		Did Not Take Developmental Courses		Total	
	#	%	#	%	#	%
Total FTIC Cohort	**1,566**		**681**		**2,247**	
Completed Associate Degree	34	2.2%	31	4.6%	65	2.9%
Completed Certificate	55	3.5%	25	3.7%	80	3.6%
Completed Either Associate Degree or Certificate	89	5.7%	55	8.1%	144	6.4%

Note: Since students may have completed both an associate degree and a certificate, the number completed for "Either Associate Degree or Certificate" may not be equal to the sum of the Associate Degrees and the Certificates completed.

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Grades of "C" or Better in Developmental Courses

Academic Year		1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		# Sec.	# Enrl.	"C" or Better	# Sec.	# Enrl.	"C" or Better	# Sec	# Enrl.	"C" or Better	# Sec.	# Enrl.	"C" or Better	# Sec.	# Enrl.	"C" or Better
Reading	DEVR 0001	40	78	86%	12	118	70%									
	ENGL 0070	24	366	74%												
	ENGL 0080	29	525	76%												
	ENGL 0090	34	629	75%												
	READ 0070				96	666	71%	124	757	68%	116	570	64%	114	592	58%
	READ 0075										7	78	56%	3	47	87%
	READ 0080				90	436	78%	122	524	73%	115	556	73%	114	685	67%
	READ 0085										4	35	74%	2	19	95%
	READ 0090				84	247	75%	124	570	79%	116	612	75%	115	866	71%
	READ 0095										1	4	100%	2	6	67%
	READ 070L				75	592	75%									
	READ 080L				53	397	81%									
	READ 090L				69	201	78%									
	REMR 001	13	35	80%												
Subtotal		**140**	**1,633**	**76%**	**479**	**2,657**	**75%**	**370**	**1,851**	**73%**	**359**	**1,855**	**70%**	**350**	**2,215**	**67%**
Writing	DEVW 0001	32	73	32%	13	83	53%									
	ENGL 0071	43	812	43%	47	943	63%	75	1,137	61%	86	1,078	61%	104	1,250	64%
	ENGL 0075										7	86	55%	3	45	73%
	ENGL 0081	40	769	40%	39	642	67%	55	630	65%	75	622	65%	93	746	68%
	ENGL 0085										4	43	42%	3	26	73%
	ENGL 0091	33	537	33%	26	307	75%	36	280	72%	57	322	69%	77	354	76%
	ENGL 0095										1	4	75%	3	12	75%
	ENGL 071L				20	420	57%									
	ENGL 081L				15	267	59%									
	ENGL 091L				7	115	57%									
	REMW 0001	13	38	87%												
Subtotal		**161**	**2,229**	**73%**	**167**	**2,777**	**63%**	**166**	**2,047**	**64%**	**230**	**2,155**	**63%**	**283**	**2,433**	**67%**

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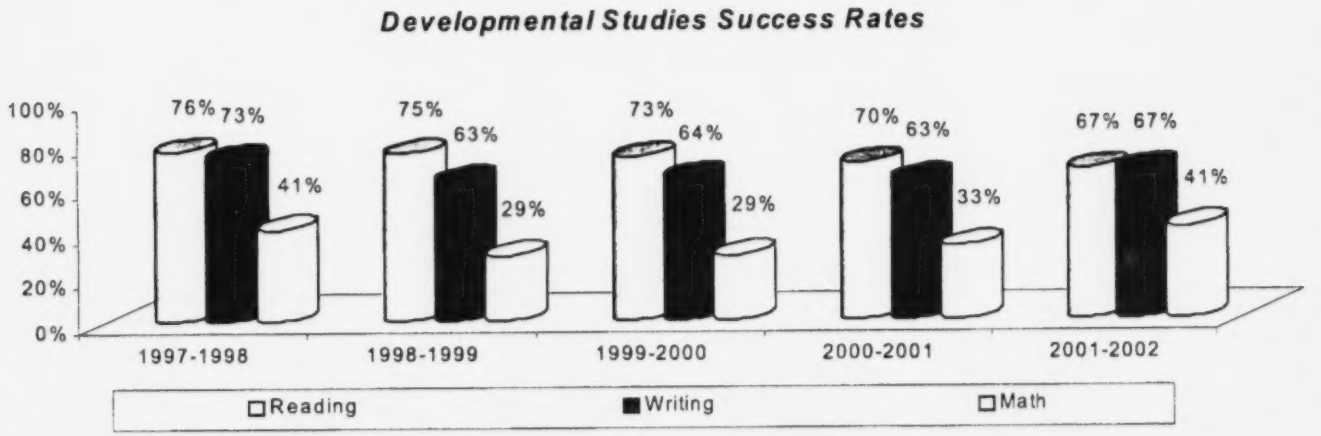
Grades of "C" or Better in Developmental Courses (continued)

Academic Year		1997-98			1998-99			1999-2000			2000-2001			2001-2002		
		# Sec.	# Enrl.	"C" or Better	# Sec.	# Enrl.	"C" or Better	# Sec.	# Enrl.	"C" or Better	# Sec.	# Enrl.	"C" or Better	# Sec.	# Enrl.	"C" or Better
Math	DEVM 0001	51	204	86%	26	314	43%									
	MATH 0080	98	2,436	54%	87	2,053	44%	102	2,244	39%	107	2,436	40%	114	2,434	48%
	MATH 0085	92	2,404	34%	99	2,542	20%	107	2,569	28%	133	3,140	32%	159	3,435	36%
	MATH 0090	71	1,884	27%	82	2,190	23%	112	2,506	20%	111	2,232	28%	125	2,313	42%
	MATH 0095										9	197	24%			
	MATH 080L				87	1,720	36%									
	MATH 085L				100	2,071	23%									
	MATH 090L				90	1,781	28%									
	REMM 0001	17	98	85%												
Subtotal		**329**	**7,026**	**41%**	**571**	**12,671**	**29%**	**321**	**7,319**	**29%**	**360**	**8,005**	**33%**	**398**	**8,182**	**41%**



Stakeholder Satisfaction

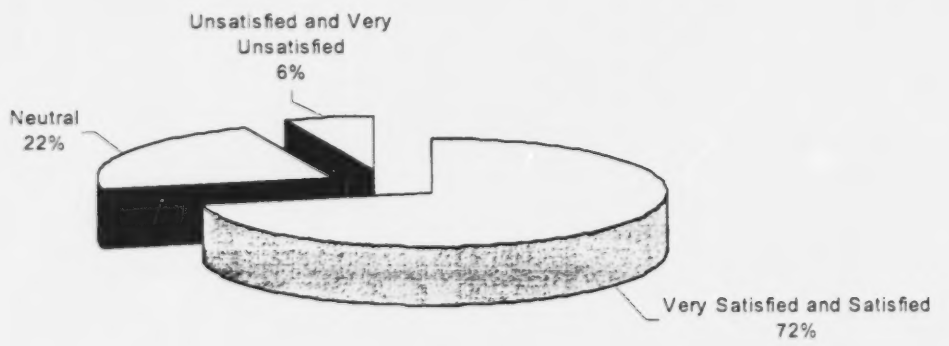
Student Satisfaction With College Functions 149
Faculty/Staff Satisfaction With College Functions 150
Non-Classroom Instructional Facilities 151

Additional information on student satisfaction can be found online at http://www.stcc.cc.tx.us/~research/reports/reports.html under Winter ACT Student Opinion Surveys.

Student Satisfaction With College Functions *

Functional Area in Question	Very Satisfied Count	%	Satisfied Count	%	Neutral Count	%	Unsatisfied Count	%	Very Unsatisfied Count	%	Total Count
Facilities	1,331	24%	2,419	43%	1,243	22%	318	6%	256	5%	5,567
Admissions and Registration	1,669	27%	3,109	50%	1,062	17%	225	4%	121	2%	6,186
Instructional Programs	2,394	28%	4,342	51%	1,332	16%	293	3%	121	1%	8,482
Instructional Support	1,768	30%	2,601	43%	1,214	20%	258	4%	140	2%	5,981
Student Support Services	1,639	24%	2,530	37%	2,307	34%	248	4%	127	2%	6,851
Rules and Policies	431	19%	1,013	46%	651	29%	80	4%	47	2%	2,222
Total	**9,232**	**26%**	**16,014**	**45%**	**7,809**	**22%**	**1,422**	**4%**	**812**	**2%**	**35,289**

Overall Student Satisfaction *



* Combined rating from multiple items on the Spring 2002 ACTSOS Survey

Note: Totals may not equal 100% due to rounding.

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Faculty/Staff Satisfaction With College Functions

Comparison from the 2000 and 2001 Administrations of the Campus Quality Survey* (from Most Highly Rated to Lowest Rated)

2000 Rank	College Function	2000 Mean	2001 Rank	College Function	2001 Mean	2000 vs. 2001 Change in Mean
1	Payroll Services	3.90	1	Payroll Services	4.01	0.11
2	Relationships with private sector and business comm.	3.60	2	Media, audio visual, technology services	3.69	0.38
3	Communicating with legislators and other politicians	3.59	3	Affirmative action	3.63	0.18
4	Financial aid assistance and services	3.46	4	Relationships with private sector and business comm.	3.61	0.01
5	Computer information services and systems	3.46	5	Computer information services and systems	3.58	0.33
6	Affirmative action	3.45	6	Maintenance and custodial services	3.58	0.12
7	Basic skills/developmental/alternative programs	3.38	7	Financial aid assistance and services	3.55	0.09
8	Marketing, advertising and public relations	3.36	8	Communicating with legislators and other politicians	3.54	-0.05
9	Continuing education and comm. programs and services	3.32	9	Basic skills/developmental/alternative programs	3.50	0.12
10	Media, audio visual, technology services	3.31	10	Marketing, advertising and public relations	3.49	0.13
11	Security/police services	3.30	11	Research and planning services	3.48	0.29
12	Maintenance and custodial services	3.25	12	Switchboard and telephone services	3.43	0.21
13	Curriculum planning, design and coordination	3.23	13	Business office services	3.42	0.21
14	Bookstore services	3.22	14	Continuing education and comm. programs and services	3.41	0.09
15	Switchboard and telephone services	3.22	15	Curriculum planning, design and coordination	3.39	0.16
16	Business office services	3.21	16	Personnel/human resource services	3.34	0.41
17	Research and planning services	3.19	17	Relations with other educational institutions	3.32	0.14
18	Relations with other educational institutions	3.18	18	Career information and planning services	3.31	0.20
19	Career information and planning services	3.11	19	Student admissions and registration services	3.30	0.32
20	Student activities	3.01	20	Security/police services	3.25	-0.05
21	Student admissions and registration services	2.98	21	Bookstore services	3.24	0.02
22	Parking for faculty and staff	2.96	22	Recruitment and orientation of new employees	3.23	0.36
23	Personnel/human resource services	2.93	23	Student activities	3.22	0.21
24	Counseling and student advisement services	2.90	24	Counseling and student advisement services	3.21	0.31
25	Budget planning and coordination	2.88	25	Budget planning and coordination	3.21	0.33
26	Recruitment and orientation of new employees	2.87	26	Library and learning resources	3.17	0.41
27	Cafeteria and food services	2.86	27	Parking for faculty and staff	2.97	0.01
28	Library and learning resources	2.76	28	Communication with other departments	2.81	0.15
29	Communication with other departments	2.64	29	Cafeteria and food services	2.71	-0.05

Mean Scale: 5 = Excellent, 4 = Very good and continually improving, 3 = Good, still needs improvement, 2 = Fair, much improvement needed, 1 = Poor and inadequate

* Comparison of Means for same topic, not necessarily same rank, between 2000-2001. Source: Campus Quality Survey, Fall 2000. Includes all respondents.

Note: This is a now a biennial survey.

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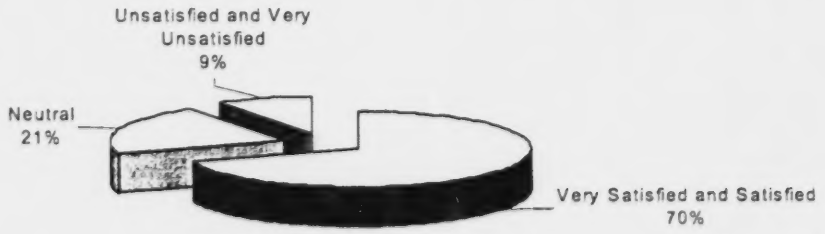
Non-Classroom Instructional Facilities

Student Satisfaction With Instructional Facilities Other Than Classrooms (labs, studios, etc)											
	Very Satisfied		Satisfied		Neutral		Unsatisfied		Very Unsatisfied		Total
Type of Facility	Count	%	Count	%	Count	%	Count	%	Count	%	Count
Library/Learning Resource Center Facilities and Services	253	38%	290	43%	104	15%	17	3%	9	1%	673
Parking Facilities and Services	162	22%	269	36%	139	19%	83	11%	90	12%	743
Industrial Arts/Shop Facilities (wood-working, mechanical, etc)	70	16%	171	39%	169	38%	23	5%	8	2%	441
Business-training Facilities/Equipment (computers, typewriters, etc.)	190	28%	317	47%	133	20%	26	4%	8	1%	674
Laboratory Facilities	132	23%	259	45%	154	27%	18	3%	7	1%	570
Athletic Facilities	48	12%	107	27%	161	41%	40	10%	40	10%	396
Study Areas	200	26%	375	50%	122	16%	40	5%	19	3%	756
Student Community Center/Student Union	137	22%	263	43%	166	27%	26	4%	23	4%	615
College Bookstore	166	22%	310	42%	146	20%	62	8%	54	7%	738
General Condition and Appearance of the Buildings and Grounds	238	31%	368	48%	110	14%	32	4%	18	2%	766
Computer Services	299	44%	284	42%	68	10%	20	3%	5	1%	676
Totals *	**1,895**	**27%**	**3,013**	**43%**	**1,472**	**21%**	**387**	**5%**	**281**	**4%**	**7,048**

Student Satisfaction With All Non-Classroom Instructional Facilities



Source: Spring 2002 ACTSOS Survey
* Number varies due to student non-response

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Finance

Statement of Current Funds: Revenues, Expenditures and Other Changes for Fiscal Years 1997-2000 153
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Statement of Current Funds: Revenues, Expenditures and Other Changes for Fiscal Years 1997-2000*

Revenues	FY 1997	% of Total	FY 1998	% of Total	FY 1999	% of Total	FY 2000	% of Total
State Appropriations - General Revenue	$6,527,454	23.1%	$10,228,473	24.1%	$10,913,780	19.5%	$22,962,991	31.4%
Tuition and Fees	$6,712,732	23.7%	$10,156,316	24.0%	$13,377,614	24.0%	$14,481,210	19.8%
Taxes for Current Operation	$7,450,612	26.3%	$8,658,301	20.4%	$9,318,770	16.7%	$9,897,606	13.5%
Federal Grants and Contracts	$6,415,125	22.7%	$11,049,722	26.1%	$19,275,855	34.5%	$20,399,796	27.9%
State Grants and Contracts	$411,228	1.5%	$864,498	2.0%	$1,276,217	2.3%	$2,343,391	3.2%
Local Grants and Contracts	$131,985	0.5%	$252,528	0.6%	$221,462	0.4%	$797,805	1.1%
Private Gifts, Grants and Contracts	$170,233	0.6%	$565,379	1.3%	$538,038	1.0%	$999,995	1.4%
Investment/Endowment Income	$224,182	0.8%	$306,605	0.7%	$550,154	1.0%	$747,197	1.0%
Sales and Service of Educational Activities		0.0%		0.0%		0.0%		0.0%
Sales and Service of Auxiliary Enterprises	$131,405	0.5%	$280,879	0.7%	$294,523	0.5%	$501,662	0.7%
Other Miscellaneous Income	$104,174	0.4%	$14,196	0.0%	$65,425	0.1%	$61,422	0.1%
Total Current Funds Revenue	**$28,279,130**	**100%**	**$42,376,897**	**100%**	**$55,831,838**	**100%**	**$73,193,075**	**100%**

Expenditures and Mandatory Transfers	FY 1997	% of Total	FY 1998	% of Total	FY 1999	% of Total	FY 2000	% of Total
Educational and General								
Instruction	$8,835,347	35.7%	$12,166,997	33.4%	$15,526,070	31.8%	$21,595,878	34.2%
Research	$0	0%	$0	0%	$0	0%	$0	0%
Public Service	$337,417	1.4%	$393,428	1.1%	$1,173,769	2.4%	$1,964,423	3.1%
Academic Support	$2,090,252	8.4%	$3,224,996	8.9%	$1,794,028	3.7%	$3,653,595	5.8%
Student Services	$1,627,510	6.6%	$2,177,872	6.0%	$2,650,139	5.4%	$3,424,902	5.4%
Institutional Support	$4,229,801	17.1%	$5,186,086	14.3%	$6,046,532	12.4%	$9,015,412	14.3%
Operation and Maintenance of Plant	$1,297,559	5.2%	$1,913,027	5.3%	$2,370,285	4.9%	$3,125,954	4.9%
Scholarships and Fellowships	$6,363,953	25.7%	$11,320,081	31.1%	$19,304,826	39.5%	$20,406,064	32.3%
Total Educational and General Expenditures	**$24,781,839**	**100%**	**$36,382,487**	**100%**	**$48,865,649**	**100%**	**$63,186,228**	**100%**

* Due to required reporting changes, Fiscal Year 2001 was not included in this section. See page 153 for Fiscal Year 2001.

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Statement of Current Funds: Revenues, Expenditures and Other Changes for Fiscal Years 1997-2000 (continued)

Expenditures and Mandatory Transfers	FY 1997	% of Total	FY 1998	% of Total	FY 1999	% of Total	FY 2000	% of Total
Auxiliary Enterprise Expenditures	**$148,506**		**$186,011**		**$214,603**		**$270,043**	
Mandatory Transfers for:								
TPEG to Restricted and Loan Funds	($33,255)		($67,026)		($19,168)		($159,282)	
SEOG Matching to Restricted								
FWS Matching to Restricted								
Principal and Interest								
Retirement of Indebtedness					($119,969)		($400,578)	
Total Expenditures and Mandatory Transfers	**$24,963,600**		**$36,635,524**		**$49,219,389**		**$64,016,131**	

Expenditures and Mandatory Transfers	FY 1997	% of Total	FY 1998	% of Total	FY 1999	% of Total	FY 2000	% of Total
Other Transfers and Additions/ (Deductions)								
Non-Mandatory Transfers	($2,500,000)		($3,000,000)		($4,836,290)		($4,142,534)	
Excess of Restricted Receipts Over Transfer to Revenues					$10,146		$46,528	
Excess of TPEG Transfer Over Grant Award	$13,365		$37,976		$26,954		$159,282	
Indirect Cost Recovered	($21,554)		($31,467)		($60,708)		($247,093)	
Refunded to Grantors								
Net Increase in Fund Balances	**$807,341**		**$2,747,882**		**$1,752,551**		**$4,993,129**	

Source: Annual Financial Reports, Business Office
TPEG = Texas Public Education Grant, SEOG = Supplemental Educational Opportunity Grant, FWS = Federal Work Study

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Statement of Current Funds: Revenues, Expenditures and Other Changes for Fiscal Year 2001

Revenues (Operating Revenues)	FY 2001	% of Total
State Appropriations	$23,618,435	34.2%
Tuition and Fees (net discounts of $9,310,127)	$8,252,334	11.9%
Federal Grants and Contracts	$29,944,373	43.3%
State Grants and Contracts	$3,764,303	5.4%
Non-governmental Grants and Contracts	$2,577,452	3.7%
Auxillary Enterprises	$531,820	0.8%
Other Operating Revenues	$409,359	0.6%
Total Operating Revenues	**$69,098,076**	**100.0%**

Expenses (Operating Expenses)	FY 2001	% of Total
Instruction	$26,526,813	34.4%
Research	$0	0.0%
Public Service	$2,435,473	3.2%
Academic Support	$4,932,234	6.4%
Student Services	$4,479,246	5.8%
Institutional Support	$10,602,547	13.7%
Operations and Maintenance of Plant	$4,152,708	5.4%
Scholarships and Fellowships	$21,570,338	28.0%
Depreciation	$2,177,832	2.8%
Auxillary Enterprises	$254,763	0.3%
Total Operating Expenses	**$77,131,954**	**100.0%**

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Statement of Current Funds: Revenues, Expenditures and Other Changes for Fiscal Year 2001 (continued)

Non-operating Revenues (Expenses)	FY 2001	% of Total
Ad-Valorem Taxes (Taxes for Maintenance and Operations)	$12,784,038	43.9%
Ad-Valorem Taxes (Taxes for Debt Service)	$1,734,724	6.0%
Gifts	$181,898	0.6%
Investment Income (Net of Investment Expenses)	$2,289,458	7.9%
Interest on Capital Related Debt	($2,115,227)	-7.3%
Other Non-operating Revenues (Expenses)	($310,364)	-1.1%
Net Non-operating Revenues (Expenses)	$14,564,527	50.0%
Total Operating Revenues	**$29,129,054**	**100.0%**

Note: For a more detailed report, see the STCC Comprehensive Annual Financial Report, August 31, 2002. Due to GASB reporting changes, format may not be comparable with prior year Fact Books.

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Budget and Actual: Revenues, Expenditures and Changes in Fund Balance - Unrestricted Funds Fiscal Year 2001

Revenues	Budget	Actual	Favorable (Unfavorable) Variance
State Appropriations			
Total State Appropriations	$20,039,734	$19,511,161	($528,573)
Tuition and Fees			
Tuition	$13,531,168	$13,131,266	($399,902)
Fees	$2,457,228	$2,280,540	($176,688)
Total Tuition and Fees	$15,988,396	$15,411,806	($576,590)
Other			
Taxes for Current Operations	$10,238,368	$11,266,068	$1,027,700
Carryover From FY 2000	$4,409,448	$4,409,448	
Other Miscellaneous Income	$706,711	$1,758,681	$1,051,970
Total Revenues	$51,382,657	$52,357,164	$974,507

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Budget and Actual: Revenues, Expenditures and Changes in Fund Balance - Unrestricted Funds Fiscal Year 2001 (continued)

Expenditures, Transfers, and Other	Budget	Actual	Favorable (Unfavorable) Variance
Instruction	$23,728,161	$20,877,864	($2,850,297)
Research			$0
Public Service	$588,111	$456,753	($131,358)
Academic Support	$4,572,005	$3,069,068	($1,502,937)
Student Services	$3,779,604	$3,375,769	($403,835)
Institutional Support	$9,819,748	$9,117,662	($702,086)
Operation and Maintenance of Plant	$4,071,419	$3,923,417	($148,002)
Scholarships and Fellowships		$697,119	$697,119
Non-Mandatory Transfers	$4,823,608	$2,246,684	($2,576,924)
Total Expenditures, Transfers, and Other	$51,382,656	$43,764,336	($5,862,489)
Net Increase in Fund Balance (Budget Basis)		$6,643,813	$6,643,813
GAAP Basis Adjustments			
TPEG Mandatory Transfer		($743,379)	
PPFCO Debt - Mandatory Transfer (accrued interest)		($409,841)	
Carryover FY 2000 Not Current Year Activity		($2,246,684)	
Net Increase in Fund Balance (GAAP Basis)		$3,243,909	

Source: State Auditors Office, Texas Public Community College Database System including 50 Texas community colleges

GAAP = Generally Accepted Accounting Principals, TPEG = Texas Public Education Grant

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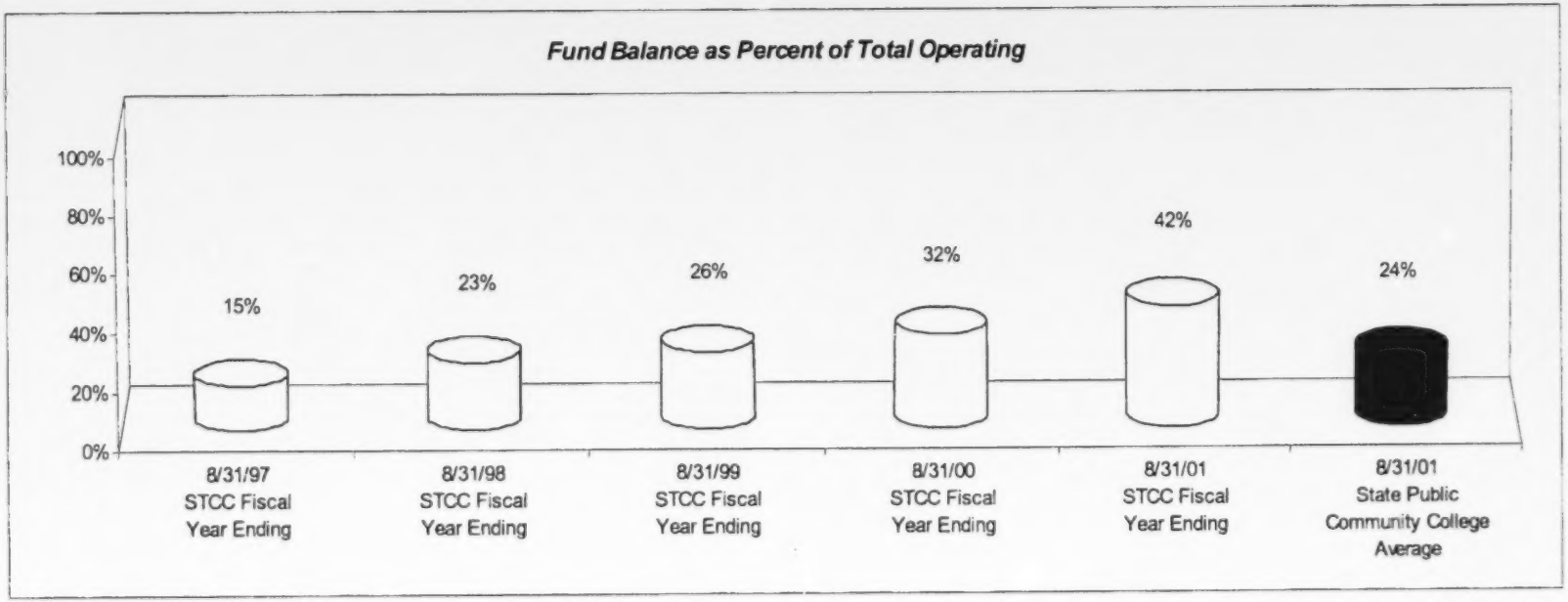
Fund Balance

	STCC Fiscal Year Ending 8/31/97	STCC Fiscal Year Ending 8/31/98	STCC Fiscal Year Ending 8/31/99	STCC Fiscal Year Ending 8/31/00	STCC Fiscal Year Ending 8/31/01	State Public Community College Average * 8/31/01
Total Current Fund Balance	$2,570,414	$5,199,013	$6,853,716	$11,781,384	$17,288,437	$8,191,887
Total Current Fund Expenditures*	$16,770,336	$22,498,124	$25,926,987	$36,569,581	$41,517,652	$33,904,372
Fund Balance as Percent of Total Operating	**15%**	**23%**	**26%**	**32%**	**42%**	**24%**



* State Auditors Office, Texas Public Community College Database System including 50 Texas community colleges. The underlying data has not been independently audited by the Texas State Auditors Office.

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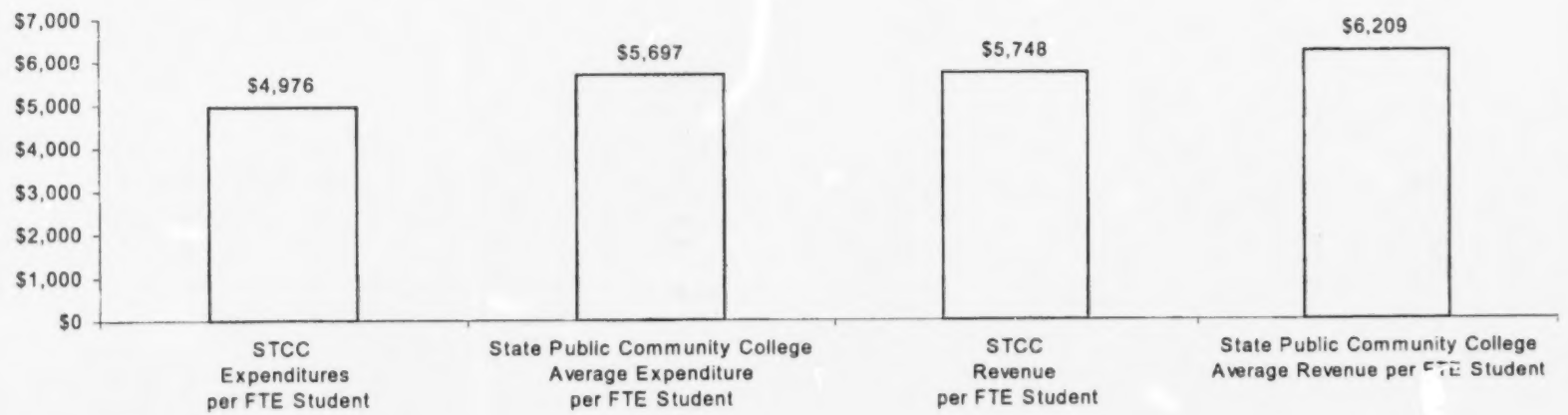
Expenditures and Revenues per FTE Student

Academic Year	Annual Student FTE	Total Current Fund Expenditures	STCC Expenditures per FTE Student	State Public Community College Average Expenditure per FTE Student	Total Current Fund Revenues	STCC Revenue per FTE Student	State Public Community College Average Revenue per FTE Student
1996-97	4,489	$16,770,336	$3,736	$4,663	$20,275,579	$4,517	$4,962
1997-98	5,708	$22,498,124	$3,942	$4,908	$28,417,221	$4,978	$5,445
1998-99	7,474	$25,926,987	$3,690	$5,158	$32,918,119	$4,404	$5,667
1999-00	7,948	$36,569,581	$4,601	$5,389	$46,327,842	$5,829	$5,906
2000-01	8,343	$41,517,652	$4,976	$5,697	$47,952,541	$5,748	$6,209

Fiscal Year 2001 Revenue and Expenditures per FTE Student
STCC vs State Community College Averages



Source: 2001 Texas Public Community College Database System, Texas State Auditors Office. The underlying data has not been independently audited by the Texas State Auditors Office.

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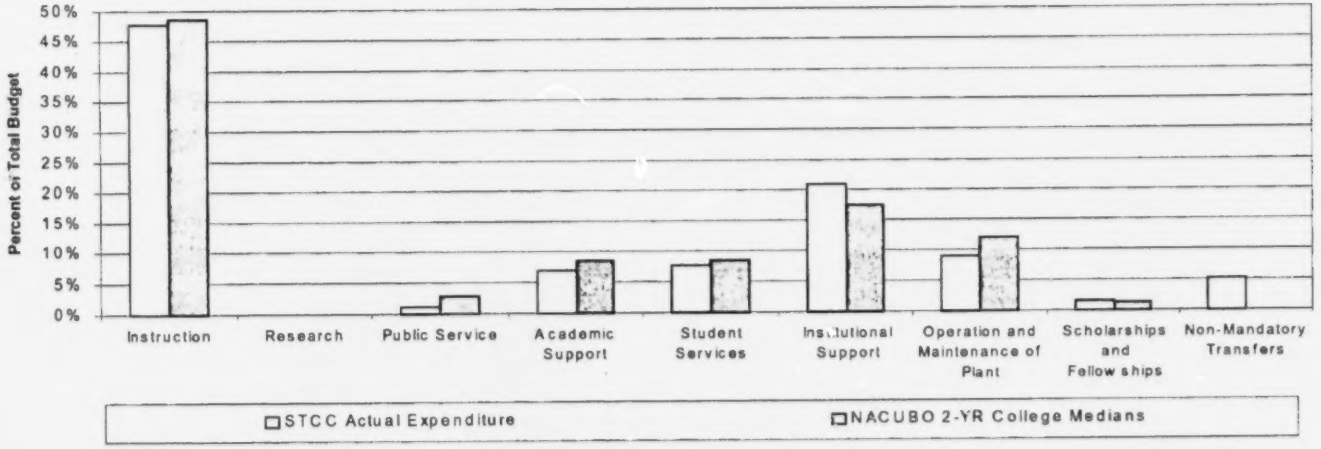
Budget Allocations per NACUBO Comparative Studies

Allocated for:	Fiscal Year 2001 Budget	% of Budget Total	Fiscal Year 2001 Actual	% of Actual Total	STCC vs. FY 2001 Averages of Unrestricted Expenditures	
Instruction	$23,728,161	46.2%	$20,877,864	47.7%	48.7%	50.3%
Research	$0	0.0%	$0	0.0%	0.0%	0.0%
Public Service	$588,111	1.1%	$456,753	1.0%	2.9%	1.1%
Academic Support	$4,572,005	8.9%	$3,069,068	7.0%	8.6%	7.4%
Student Services	$3,779,604	7.4%	$3,375,769	7.7%	8.6%	8.1%
Institutional Support	$9,819,748	19.1%	$9,117,662	20.8%	17.6%	22.0%
Operation and Maintenance of Plant	$4,071,419	7.9%	$3,923,417	9.0%	12.2%	9.4%
Scholarships and Fellowships	$0	0.0%	$697,119	1.6%	1.4%	1.7%
Non-Mandatory Transfers	$4,823,608	9.4%	$2,246,684	5.1%		
Totals	**$51,382,656**	**90.6%**	**$43,764,336**	**100.0%**	**100.0%**	**100.0%**

Fiscal Year 2001 Budget Allocations - Unrestricted Expenditures
STCC vs. State Community College Averages



Source:State Auditors Office, Texas Public Community College Database System

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office

Ratio # 1	Net Total Current Fund Revenues to Total Current Fund Revenues
Objective:	This ratio indicates whether total current operations resulted in a surplus or a deficit. It answers the question "Did the reporting institution live within its means during the year?"
Formula:	Net Total Current Fund Revenues / Total Current Fund Revenues
Assessment Instructions:	A negative ratio indicates a deficit. Small deficits may be relatively unimportant if the institution is financially strong, but large deficits are almost always a bad sign, particularly if they occur in successive years. A positive ratio indicates a surplus. Generally speaking, the larger the surplus, the stronger the institution's financial position as a result of operations. The trend of this ratio should be analyzed closely. A large surplus or deficit will directly affect the size of expendable fund balances (see also ratio numbers 16 and 18).
Issue Areas:	This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Collin County CC	8.35	3	8.31	6	7.69	5	13.31	1	16.73	1
South Texas CC	**11.84**	**1**	**13.71**	**2**	**11.88**	**2**	**12.76**	**4**	**7.16**	**5**
El Paso County CC Dist	2.02	21	1.77	35	0.64	42	1.89	29	4.24	12
Dallas County CC Dist	2.34	20	5.41	15	3.69	19	3.24	21	3.27	20
Alamo CC Dist	1.94	24	2.95	30	0.47	43	3.36	19	2.83	21
Laredo CC	0.72	35	1.73	36	1.17	36	(1.07)	42	0.79	30
Del Mar College	5.64	6	4.32	20	4.05	15	1.58	32	0.26	35
Coastal Bend College	1.95	22	3.94	21	1.81	32	0.51	39	(1.18)	38
Southwest Texas Jr College	(4.27)	48	0.88	40	1.13	37	0.64	38	(2.83)	43

Ratio # 2	Net Unrestricted Revenues to Total Unrestricted Revenues
Objective:	This ratio indicates whether the revenues available for the Unrestricted functions of the institution were sufficient to meet the expenditures for those functions.
Formula:	Net Unrestricted Revenues / Total Unrestricted Revenues
Assessment Instructions:	A negative ratio indicates that other sources of financing were needed to support Unrestricted activities. A positive ratio establishes that Unrestricted activities were at least self-sufficient for the year. For institutions with limited sources of new revenues and small expendable fund balances, as reflected in ratio numbers 16 and 18, a sizeable positive ratio of net Unrestricted revenues to total Unrestricted revenues may be essential as the only means whereby the institution can accumulate reserves to meet future needs.
Issue Areas:	This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 2 (continued)	Net Unrestricted Revenues to Total Unrestricted Revenues									
	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Collin County CC Dist	10.27	4	9.80	8	9.18	7	15.65	4	19.78	1
South Texas CC	**16.31**	**1**	**19.81**	**1**	**19.72**	**2**	**19.31**	**1**	**11.01**	**5**
El Paso County CC Dist	2.64	22	2.66	36	0.62	44	2.72	35	5.73	17
Dallas County CC Dist	1.95	30	5.54	23	4.36	26	4.67	19	5.25	19
Alamo CC Dist	1.99	27	3.28	32	0.10	45	4.19	25	3.45	26
Laredo CC	1.30	33	2.62	38	1.46	39	(0.30)	41	1.00	34
Del Mar College	7.36	7	5.47	24	5.09	19	2.06	37	0.03	39
Coastal Bend College	0.33	38	4.44	29	1.36	40	(1.25)	42	(5.03)	44
Southwest Texas Jr College	(9.31)	50	(0.69)	46	(0.75)	47	(3.59)	46	(6.80)	49

Ratio # 11	Total Current Assets (Current Funds) to Total Current Liabilities (Current Funds)
Objective:	This ratio demonstrates the relative liquidity of the organization by computing the ratio of current assets to current liabilities for all current funds.
Formula:	Total Current Assets / Total Current Liabilities
Assessment Instructions:	ideally, this ratio should be 1:1 or greater. As the ratio value becomes significantly less than 1:1, it suggests that the institution may have trouble meeting its current liabilities.
Issue Areas:	This ratio can be used in assessing issues related to Cash Management.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Collin County CC Dist	3.18	10	3.16	12	3.21	14	3.65	10	4.90	4
South Texas CC	**2.39**	**20**	**2.27**	**23**	**2.32**	**24**	**2.33**	**21**	**3.52**	**11**
Del Mar College	2.57	17	3.23	11	3.09	16	3.26	12	2.97	16
Coastal Bend College	2.94	12	2.07	24	2.32	23	1.95	30	1.90	27
El Paso County CC Dist	2.34	22	2.29	22	2.01	31	2.19	25	1.52	39
Laredo CC	1.75	33	1.64	33	1.43	39	1.30	43	1.40	42
Alamo CC Dist	1.26	42	0.99	50	1.03	48	1.17	45	1.38	43
Southwest Texas Jr College	1.13	46	1.30	41	1.35	40	1.43	40	1.22	46
Dallas County CC Dist	1.27	41	1.11	46	1.30	43	0.87	50	1.02	50

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 14	Available Assets to General Liabilities
Objective:	This ratio is used to determine the impact of existing debt and debt coverage for future years. It answers the question "Can the institution repay the indebtedness it is assuming?"
Formula:	Available Assets / General Liabilities
Assessment Instructions:	Typically, standard covenants stipulate that as long as debt is outstanding, available assets must be at least twice as great as general liabilities, making 2:1 the minimum threshold for this ratio.
Issue Areas:	This ratio can be used in assessing issues related to Debt Service.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Coastal Bend College	9.73	10	13.81	6	12.47	6	13.08	7	13.37	5
Dallas County CC Dist	8.09	12	8.80	10	9.52	11	9.35	12	5.92	13
Southwest Texas Jr College	4.28	25	6.05	21	6.03	17	7.75	13	5.70	14
Del Mar College	4.14	26	3.09	32	3.26	30	3.50	28	3.75	25
South Texas CC	**1.62**	**50**	**1.99**	**46**	**2.06**	**44**	**2.53**	**38**	**3.71**	**26**
Collin County CC Dist	2.10	44	2.28	43	2.58	37	3.05	31	3.38	28
El Paso County CC Dist	2.63	37	2.57	38	2.38	40	2.53	37	2.43	38
Alamo CC Dist	1.83	46	1.89	48	1.96	47	2.22	44	2.37	39
Laredo CC	3.62	30	2.98	34	3.00	32	3.03	32	2.29	41

Ratio # 16	Expendable Fund Balances to Total Expenditures and Mandatory Transfers
Objective:	This ratio describes the institution's ability to support its current level of operations from all available expendable resources without considering revenues generated from operations. It is an important measure of financial strength relative to institutional operating size.
Formula:	Expendable Fund Balances / Total Expenditures and Mandatory Transfers
Assessment Instructions:	No absolute value that would indicate that an institution is clearly financially healthy has been identified for ratio number 16. Experience suggests, however, that a ratio of 0.3 or better would be required to significantly reinforce the ratio of expendable fund balances to plant debt (ratio number 18). The trend of this ratio is the most important concern.
Issue Areas:	This ratio can be used in assessing issues related to Expendable Fund Balances, Uses of Funds, and Transfers (Mandatory).

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 16 (continued)	Expendable Fund Balances to Total Expenditures and Mandatory Transfers									
	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Laredo CC	0.26	26	0.28	21	0.17	40	0.13	44	1.03	1
Collin County CC Dist	0.28	22	0.38	14	0.34	18	0.40	13	0.57	7
Dallas County CC Dist	0.67	2	0.63	4	0.62	5	0.59	6	0.54	9
South Texas CC	**0.32**	**16**	**0.40**	**12**	**0.40**	**14**	**0.49**	**9**	**0.40**	**11**
Coastal Bend College	0.40	9	0.43	9	0.42	10	0.39	14	0.33	14
El Paso County CC Dist	0.24	29	0.23	31	0.24	35	0.25	27	0.25	28
Del Mar College	0.31	18	0.35	16	0.37	16	0.29	23	0.24	31
Alamo CC Dist	0.33	13	0.32	18	0.26	27	0.20	37	0.20	33
Southwest Texas Jr College	0.09	48	0.09	46	0.09	48	0.10	48	0.06	49

Ratio # 20	Tuition and Fees (Unrestricted Funds) to Total Unrestricted Fund Expenditures and Mandatory Transfers
Objective:	This ratio demonstrates the institution's dependence on tuition and fees as a source of financing operations.
Formula:	Tuition and Fees (Unrestricted Funds) / Total Unrestricted Fund Expenditures and Mandatory Transfers
Assessment Instructions:	Any trend in this ratio is most important because this revenue source is fully variable, meaning that the amount of this revenue changes proportionally with changes in semester hours enrolled by students. Institutions that are highly tuition-dependent are more susceptible to severe financial crisis should their enrollments decline significantly. Sufficient expendable fund balances (as depicted in ratio numbers 16 and 18) is essential to provide flexibility for these institutions.
Issue Areas:	This ratio can be used in assessing issues related to Debt Service, Sources of Funds, Transfers (Mandatory), and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
South Texas CC	**39.56**	**3**	**44.57**	**2**	**50.62**	**1**	**38.74**	**3**	**36.12**	**5**
El Paso County CC Dist	28.59	18	29.07	19	29.77	15	30.70	15	31.03	13
Southwest Texas Jr College	29.60	16	31.35	12	30.27	14	31.33	12	30.28	15
Alamo CC Dist	27.87	19	26.95	24	27.38	23	28.37	18	29.87	17
Coastal Bend College	26.12	20	27.00	23	26.94	25	27.22	24	27.07	24
Dallas County CC Dist	23.00	30	23.90	31	24.80	30	24.60	29	25.21	28
Collin County CC Dist	21.04	38	21.63	35	20.18	38	21.22	38	23.27	30
Laredo CC	24.52	25	24.49	29	23.60	31	23.21	33	23.15	32
Del Mar College	18.49	45	18.31	45	17.03	49	17.18	45	17.05	47

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 21	Total Federal Revenues to Total Expenditures and Mandatory Transfers (Current Funds excluding Auxiliary Enterprise Funds)
Objective:	This ratio shows the institution's dependence on the federal government to support current year operations.
Formula:	Total Federal Government Revenues / Total Expenditures and Mandatory Transfers (Current Funds excluding Auxiliary Funds)
Assessment Instructions:	There is no absolute threshold for this ratio. A rising trend in this ratio may suggest that the institution's efforts to attract new federal funding are proving successful. A declining trend, on the other hand, may signal either that federal support for certain programs is waning or that the institution has been unable to attract sufficient funding in a competitive environment.
Issue Areas:	This ratio can be used in assessing issues related to Sources of Funds, Transfers (Mandatory), and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Southwest Texas Jr College	32.81	3	37.22	2	37.04	3	33.99	2	33.16	2
South Texas CC	**25.89**	**7**	**30.37**	**3**	**39.35**	**1**	**32.08**	**3**	**32.43**	**3**
Laredo CC	27.09	6	28.23	4	28.62	5	25.75	6	28.64	4
Coastal Bend College	28.50	4	27.50	6	27.69	6	26.41	5	28.09	5
El Paso County CC Dist	28.11	5	27.18	7	26.59	7	25.74	7	23.37	9
Alamo CC Dist	19.66	13	19.21	15	19.26	18	20.57	12	21.62	11
Del Mar College	15.31	21	14.06	29	14.37	29	14.67	28	16.50	22
Dallas County CC Dist	12.36	33	11.08	38	12.37	37	11.50	38	12.54	37
Collin County CC Dist	3.95	50	3.62	50	3.58	50	3.99	49	4.42	49

Ratio # 24	Total Private Gifts, Grants and Contracts to Total Current Fund Expenditures and Mandatory Transfers
Objective:	This ratio shows the institution's dependence on private gifts and grants to support current year expenditures.
Formula:	Total Private Gifts, Grants and Contracts / Total Current Fund Expenditures and Mandatory Transfers
Assessment Instructions:	There is no absolute threshold for this ratio. Public institutions have not relied significantly on this revenue source in the past, but recently many (especially four-year institutions) have begun to aggressively solicit private support. A downward trend in this ratio indicates that private support is declining, that Unrestricted expenditures are rising faster than this source of funding, or both. A decline in this ratio must be offset by increasing revenues elsewhere or by reducing expenditures.
Issue Areas:	This ratio can be used in assessing issues related to Debt Service, Sources of Funds, Transfers (Mandatory), and Uses of Funds.

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 24 (continued)	Total Private Gifts, Grants and Contracts to Total Current Fund Expenditures and Mandatory Transfers									
	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
South Texas CC	**0.68**	**19**	**1.55**	**12**	**1.09**	**18**	**1.57**	**14**	**1.37**	**12**
Alamo CC Dist	0.16	28	0.31	26	0.15	31	0.37	25	0.53	21
Southwest Texas Jr College	0.73	18	0.12	28	0.01	36	0.07	33	0.28	28
Laredo CC	0.50	23	0.35	25	0.44	25	0.36	26	0.23	30
Dallas County CC Dist	0.00	33	0.00	35	0.41	27	0.35	27	0.14	33
Collin County CC Dist	0.09	29	0.11	30	0.04	34	0.07	34	0.07	34
Coastal Bend College	0.77	17	0.54	22	0.23	30	0.55	20	0.02	35
El Paso County CC Dist	0.00	35	0.00	37	0.00	38	0.00	38	0.00	38
Del Mar College	0.00	40	0.00	41	0.00	42	0.00	42	0.00	42

Ratio # 25	Total Instruction Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)
Objective:	This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for instruction.
Formula:	Total Instruction Expenditures / Total Current Fund Revenues (excluding Auxiliary Funds)
Assessment Instructions:	There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether instruction is obtaining a growing or dwindling share of total non-auxiliary revenues available.
Issue Areas:	This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Dallas County CC Dist	47.26	11	46.55	8	44.99	12	45.26	11	44.72	13
Laredo CC	42.89	25	42.96	20	41.26	24	44.85	12	41.03	25
Del Mar College	37.29	35	31.63	47	39.86	30	40.28	29	40.02	28
Alamo CC Dist	44.08	22	42.35	22	41.76	23	40.84	25	39.92	29
Coastal Bend College	35.08	45	33.92	42	34.65	41	44.61	14	39.56	32
Southwest Texas Jr College	35.75	43	33.08	45	29.58	48	34.16	45	36.01	40
Collin County CC Dist	38.21	33	38.90	30	38.96	33	36.21	42	35.70	41
South Texas CC	**31.42**	**50**	**28.92**	**50**	**27.98**	**50**	**29.71**	**50**	**29.61**	**49**
El Paso County CC Dist	33.96	47	33.77	43	31.35	46	31.38	48	24.46	50

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 27	Total Public Service Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)
Objective:	This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for public service.
Formula:	Total Public Service Expenditures / Total Current Fund Revenues (excluding Auxiliary Funds)
Assessment Instructions:	There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether public service is obtaining a growing or dwindling share of total non-auxiliary revenues available.
Issue Areas:	This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Southwest Texas Jr College	15.25	2	15.77	2	20.05	2	15.80	2	13.51	2
El Paso County CC Dist	4.05	19	4.97	16	6.23	10	6.15	10	6.69	8
South Texas CC	**1.20**	**35**	**0.93**	**36**	**2.12**	**28**	**2.70**	**22**	**3.56**	**16**
Dallas County CC Dist	4.90	16	4.27	19	3.65	18	3.89	15	3.51	17
Coastal Bend College	0.00	48	0.00	48	0.14	44	0.48	40	2.41	28
Alamo CC Dist	0.44	41	0.97	35	1.85	30	1.89	30	1.98	31
Collin County CC Dist	1.26	34	1.63	30	1.31	34	1.17	37	0.91	36
Del Mar College	1.11	36	0.50	40	0.44	40	0.37	41	0.33	40
Laredo CC	0.11	43	0.36	41	0.10	45	0.10	45	0.13	42

Ratio # 28	Total Academic Support Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)
Objective:	This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for academic support.
Formula:	Total Academic Support Expenditures / Total Current Fund Revenues (excluding Auxiliary Funds)
Assessment Instructions:	There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether academic support is obtaining a growing or dwindling share of total non-auxiliary revenues available.
Issue Areas:	This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 28 (continued)	Total Academic Support Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)									
	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Coastal Bend College	6.74	25	7.40	22	7.50	20	4.81	38	10.02	5
El Paso County CC Dist	8.71	13	7.92	17	7.42	22	7.07	22	9.58	7
Del Mar College	6.52	27	7.39	23	8.98	11	9.21	11	9.50	8
Collin County CC Dist	10.26	6	9.73	10	10.55	7	9.26	10	8.98	12
Alamo CC Dist	6.58	26	6.91	28	8.15	18	7.61	17	8.45	16
Laredo CC	4.39	48	4.17	48	4.66	41	5.05	36	6.02	32
Southwest Texas Jr College	4.91	44	4.53	44	4.94	38	5.75	32	5.87	33
Dallas County CC Dist	6.80	23	6.22	32	6.15	30	6.14	28	5.76	34
South Texas CC	**7.43**	**20**	**7.66**	**20**	**3.23**	**48**	**5.03**	**37**	**4.52**	**40**

Ratio # 29	Total Student Service Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)
Objective:	This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for student services.
Formula:	Total Student Service Expenditures / Total Current Fund Revenues (excluding Auxiliary Funds)
Assessment Instructions:	There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether student services are obtaining a growing or dwindling share of total non-auxiliary revenues available.
Issue Areas:	This ratio can be used in assessing issues related to Sources of Funds, Student Service Expenditures, and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Del Mar College	17.58	2	18.36	2	21.48	2	22.40	1	24.31	1
Alamo CC Dist	8.96	12	8.55	10	9.45	8	9.37	5	9.64	4
Dallas County CC Dist	7.81	19	8.14	12	8.61	12	8.96	10	9.01	11
Coastal Bend College	27.63	1	27.38	1	28.60	1	8.94	11	8.61	13
Laredo CC	9.22	11	9.17	8	8.06	17	8.58	15	8.23	15
Collin County CC Dist	10.08	6	9.56	6	9.41	9	8.18	17	7.65	19
South Texas CC	**5.79**	**39**	**5.18**	**41**	**4.78**	**46**	**4.71**	**47**	**6.91**	**23**
El Paso County CC Dist	7.51	21	6.99	25	6.18	35	6.00	38	6.15	35
Southwest Texas Jr College	5.46	43	4.70	48	4.31	49	4.56	49	5.10	49

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 30	Total Institutional Support Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)
Objective:	This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for institutional support.
Formula:	Total Institutional Support Expenditures / Total Current Fund Revenues (excluding Auxiliary Funds)
Assessment Instructions:	There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether institutional support is obtaining a growing or dwindling share of total non-auxiliary revenues available.
Issue Areas:	This ratio can be used in assessing issues related to Sources of Funds and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
El Paso County CC Dist	12.91	22	12.72	21	16.45	9	16.63	8	18.74	6
Dallas County CC Dist	14.23	21	14.10	18	14.93	17	15.36	14	16.47	13
Laredo CC	10.93	33	11.40	31	11.87	25	12.02	31	16.05	16
Del Mar College	21.13	3	23.70	1	11.36	30	12.30	27	14.69	19
Collin County CC Dist	12.08	28	11.72	29	11.98	24	12.93	22	12.57	28
South Texas CC	**15.04**	**14**	**12.32**	**25**	**10.90**	**33**	**12.40**	**25**	**12.45**	**29**
Coastal Bend College	20.07	6	18.36	4	17.85	6	12.21	28	12.00	30
Alamo CC Dist	11.02	32	11.80	28	12.93	20	10.89	36	10.60	37
Southwest Texas Jr College	9.94	38	9.79	43	8.58	46	9.23	47	9.58	44

Ratio # 31	Operation and Maintenance of Plant Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)
Objective:	This ratio will indicate the portion of total revenues available (excluding auxiliary enterprises) used for plant operation and maintenance.
Formula:	Total Operation and Maintenance of Plant / Total Current Fund Revenues (excluding Auxiliary Funds)
Assessment Instructions:	There is no absolute threshold for this ratio. The trend of this ratio should be evaluated over time to determine whether plant operation and maintenance is obtaining a growing or dwindling share of total non-auxiliary revenues available.
Issue Areas:	This ratio can be used in assessing issues related to Plant Assets, Sources of Funds, and Uses of Funds.

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 31 (continued)	Operation and Maintenance of Plant Expenditures to Total Current Fund Revenues (excluding Auxiliary Enterprise Funds)									
	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Southwest Texas Jr College	10.96	20	9.72	24	9.30	23	10.54	16	10.59	16
Coastal Bend College	9.20	29	9.04	27	9.70	21	10.09	19	10.42	19
Del Mar College	9.70	24	10.43	19	10.55	14	10.48	17	9.88	29
Collin County CC Dist	9.01	33	9.32	26	9.88	18	9.27	26	8.82	30
Dallas County CC Dist	9.83	23	9.02	28	8.76	27	8.82	31	7.55	39
Alamo CC Dist	8.05	40	7.73	37	7.38	40	7.07	41	6.48	44
El Paso County CC Dist	5.24	49	4.98	47	5.04	48	4.52	49	5.41	48
South Texas CC	**4.61**	**50**	**4.55**	**48**	**4.27**	**49**	**4.30**	**50**	**5.18**	**49**
Laredo CC	7.04	42	6.45	44	6.81	43	5.98	46	3.06	50

Ratio # 33	State Appropriations to Total Full-Time Equivalent Students
Objective:	This ratio demonstrates the average state appropriation received per full-time equivalent student.
Formula:	State Appropriations / Total Full-Time Equivalent Students
Assessment Instructions:	This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.
Issue Areas:	This ratio can be used in assessing issues related to Per Student and Sources of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Coastal Bend College	2,458.31	15	2,357.43	34	3,061.01	8	3,027.93	11	2,870.52	18
Del Mar College	2,300.26	23	2,735.40	13	2,923.59	13	2,712.65	23	2,820.49	20
El Paso County CC Dist	2,058.16	41	2,240.29	39	2,453.83	30	2,569.08	29	2,715.50	26
Laredo CC	2,253.15	25	2,371.43	31	2,476.77	29	2,501.40	33	2,619.67	28
Southwest Texas Jr College	2,024.36	43	2,069.30	45	2,176.92	42	2,438.28	38	2,463.05	36
Dallas County CC Dist	2,135.53	32	2,610.28	20	2,387.17	31	2,489.94	34	2,435.83	37
South Texas CC	**1,283.86**	**50**	**1,583.62**	**50**	**1,351.72**	**50**	**2,552.97**	**31**	**2,338.63**	**42**
Collin County CC Dist	2,126.15	33	2,200.45	40	2,267.07	37	2,399.74	42	2,252.61	44
Alamo CC Dist	1,761.68	48	2,061.64	47	2,161.41	43	2,113.81	49	2,128.13	46

State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 34	Full-Time Equivalent Students to Full-Time Equivalent Faculty
Objective:	This ratio demonstrates the number of full-time equivalent students per full-time equivalent faculty member.
Formula:	Total Full-Time Equivalent Students / Total Full-Time Equivalent Faculty
Assessment Instructions:	This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.
Issue Areas:	This ratio can be used in assessing issues related to Per Faculty and Per Student.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
South Texas CC	**22.78**	**10**	**24.17**	**6**	**23.54**	**7**	**23.30**	**11**	**23.03**	**6**
Laredo CC	22.66	12	23.64	11	23.69	6	23.46	8	22.74	10
Alamo CC Dist	21.21	17	21.75	19	21.00	23	22.14	13	21.34	15
El Paso County CC Dist	24.82	5	24.86	4	22.64	11	23.08	10	20.83	20
Dallas County CC Dist	22.74	11	20.94	24	23.37	8	19.91	28	20.19	25
Collin County CC Dist	19.03	33	19.33	32	18.50	36	19.08	32	20.08	27
Coastal Bend College	20.15	26	22.95	14	18.81	34	18.54	36	19.75	29
Southwest Texas Jr College	21.36	15	23.56	12	21.94	15	21.38	18	19.72	30
Del Mar College	18.62	38	18.06	41	17.45	43	16.96	47	17.12	41

Ratio # 35	Total Instruction Expenditures to Total Full-Time Equivalent Students
Objective:	This ratio demonstrates the average expenditure for instruction per full-time equivalent student.
Formula:	Total Instruction Expenditures / Total Full-Time Equivalent Students
Assessment Instructions:	This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.
Issue Areas:	This ratio can be used in assessing issues related to Per Student and Uses of Funds.

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 35 (continued)	Total Instruction Expenditures to Total Full-Time Equivalent Students									
	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Del Mar College	2,907.28	23	2,682.69	30	3,641.08	8	3,713.29	9	3,976.64	8
Laredo CC	3,212.59	14	3,262.82	13	3,355.23	14	3,804.81	8	3,712.54	17
Dallas County CC Dist	2,973.16	20	3,472.09	8	3,101.69	23	3,290.35	21	3,449.62	23
Alamo CC Dist	2,663.85	30	2,773.30	28	3,018.12	25	2,969.04	29	3,123.46	31
Southwest Texas Jr College	2,390.44	37	2,277.28	39	2,265.97	47	2,741.66	40	2,909.38	36
Coastal Bend College	2,291.53	43	1,969.39	48	2,595.83	40	3,358.50	20	2,909.01	37
Collin County CC Dist	2,452.18	35	2,694.72	29	2,943.20	27	2,910.74	32	2,900.55	38
South Texas CC	**1,968.66**	**48**	**2,132.32**	**46**	**2,209.49**	**48**	**2,733.31**	**42**	**2,755.81**	**39**
El Paso County CC Dist	2,468.77	34	2,603.58	33	2,691.64	37	2,834.15	36	2,418.56	46

Ratio # 37	Total Public Service Expenditures to Total Full-Time Equivalent Students
Objective:	This ratio demonstrates the average expenditure for public service per full-time equivalent student.
Formula:	Total Public Service Expenditures / Total Full-Time Equivalent Students
Assessment Instructions:	This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.
Issue Areas:	This ratio can be used in assessing issues related to Per Student and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Southwest Texas Jr College	1,020.07	3	1,085.65	3	1,535.50	2	1,267.77	2	1,091.53	3
El Paso County CC Dist	294.49	19	382.86	14	534.91	8	555.31	8	661.42	8
South Texas CC	**75.18**	**35**	**68.95**	**35**	**167.04**	**26**	**248.63**	**18**	**331.34**	**15**
Dallas County CC Dist	307.96	16	318.24	20	251.78	22	282.98	17	270.60	19
Coastal Bend College	0.00	47	0.00	47	10.54	44	35.91	40	177.05	26
Alamo CC Dist	26.36	41	63.38	36	133.75	29	137.12	27	154.58	30
Collin County CC Dist	80.87	34	113.26	28	99.02	32	94.07	35	73.96	35
Del Mar College	86.21	33	42.17	38	39.98	38	33.79	41	32.76	40
Laredo CC	8.55	43	27.25	41	8.26	45	8.68	45	11.33	42

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 38	Total Academic Support Expenditures to Total Full-Time Equivalent Students
Objective:	This ratio demonstrates the average expenditure for academic support per full-time equivalent student.
Formula:	Total Academic Support Expenditures / Total Full-Time Equivalent Students
Assessment Instructions:	This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.
Issue Areas:	This ratio can be used in assessing issues related to Per Student and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
El Paso County CC Dist	633.23	10	610.73	14	636.92	14	638.73	17	947.65	6
Del Mar College	508.61	18	626.63	13	820.31	7	849.43	7	943.77	7
Coastal Bend College	440.61	24	429.54	33	561.94	21	362.18	40	737.14	13
Collin County CC Dist	658.70	8	674.04	10	797.31	8	744.23	10	729.76	14
Alamo CC Dist	397.67	33	452.68	32	589.18	17	553.43	20	661.38	16
Laredo CC	328.53	44	316.45	45	378.86	39	428.52	32	545.11	23
Southwest Texas Jr College	328.24	45	311.52	46	378.28	40	461.18	29	474.34	29
Dallas County CC Dist	427.61	28	463.70	29	423.95	31	446.63	31	444.03	33
South Texas CC	**465.74**	**21**	**565.19**	**20**	**255.30**	**47**	**462.42**	**27**	**420.55**	**35**

Ratio # 39	Total Student Service Expenditures to Total Full-Time Equivalent Students
Objective:	This ratio demonstrates the average expenditure for student services per full-time equivalent student.
Formula:	Total Student Service Expenditures / Total Full-Time Equivalent Students
Assessment Instructions:	This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.
Issue Areas:	This ratio can be used in assessing issues related to Per Student, Student Service Expenditures, and Uses of Funds.

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 39 (continued)	Total Student Service Expenditures to Total Full-Time Equivalent Students									
	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Del Mar College	1,370.84	2	1,557.00	2	1,962.16	2	2,065.15	1	2,415.52	2
Alamo CC Dist	541.68	18	559.69	17	682.65	11	681.32	9	754.26	8
Laredo CC	690.97	8	696.78	8	655.38	12	728.09	7	744.33	9
Dallas County CC Dist	491.50	22	607.41	12	593.88	19	651.25	12	694.99	11
South Texas CC	**362.64**	**41**	**381.68**	**42**	**377.14**	**42**	**433.48**	**39**	**643.11**	**17**
Coastal Bend College	1,804.66	1	1,589.86	1	2,142.94	1	672.97	10	633.37	20
Collin County CC Dist	646.67	10	662.38	9	711.23	10	657.44	11	621.86	23
El Paso County CC Dist	545.92	16	538.73	22	530.91	26	541.47	25	608.01	26
Southwest Texas Jr College	364.84	40	323.74	44	330.01	46	365.66	45	412.41	44

Ratio # 40	Total Institutional Support Expenditures to Total Full-Time Equivalent Students
Objective:	This ratio demonstrates the average expenditure for institutional support per full-time equivalent student.
Formula:	Total Institutional Support Expenditures / Total Full-Time Equivalent Students
Assessment Instructions:	This ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.
Issue Areas:	This ratio can be used in assessing issues related to Per Student and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
El Paso County CC Dist	938.66	17	980.56	19	1,412.55	7	1,501.91	6	1,852.47	5
Del Mar College	1,646.97	1	2,010.21	1	1,037.44	19	1,133.85	17	1,459.96	10
Laredo CC	818.58	28	865.70	29	965.39	24	1,019.18	25	1,451.77	11
Dallas County CC Dist	895.31	20	1,051.99	16	1,029.41	21	1,116.48	18	1,270.80	16
South Texas CC	**942.47**	**16**	**908.88**	**25**	**860.47**	**33**	**1,141.05**	**16**	**1,159.18**	**21**
Collin County CC Dist	775.50	33	811.74	32	904.93	30	1,039.49	24	1,021.20	30
Coastal Bend College	1,311.37	8	1,066.01	15	1,337.66	9	919.05	32	882.34	35
Alamo CC Dist	666.14	37	772.63	35	934.45	26	791.37	39	829.48	38
Southwest Texas Jr College	664.42	38	673.69	43	656.96	44	741.01	43	773.82	42

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State Benchmarks, Selected Comparative Ratios from the Texas State Auditors Office (continued)

Ratio # 41	Total Instruction Expenditures to Total Full-Time Equivalent Faculty
Objective:	This ratio demonstrates the average expenditure for instruction per full-time equivalent faculty member.
Formula:	Total Instruction Expenditures / Total Full-Time Equivalent Faculty
Assessment Instructions:	The ratio is of an informational nature. The trend of this ratio should be evaluated over time and compared against other institutions.
Issue Areas:	This ratio can be used in assessing issues related to Per Faculty and Uses of Funds.

	FY 1997		FY 1998		FY 1999		FY 2000		FY 2001	
Institution	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank	Results (As %)	Overall Rank
Laredo CC	72,804.90	5	77,117.81	6	79,477.23	6	89,259.09	2	84,407.62	5
Dallas County CC Dist	67,594.96	9	72,719.22	8	72,494.45	9	65,498.36	20	69,644.95	15
Del Mar College	54,136.78	33	48,444.47	41	63,532.77	20	62,993.39	26	68,083.44	17
Alamo CC Dist	56,502.67	24	60,323.36	20	63,383.77	21	65,735.84	19	66,648.20	19
South Texas CC	**44,842.65**	**44**	**51,535.42**	**39**	**52,001.44**	**38**	**62,952.57**	**28**	**63,463.94**	**28**
Collin County CC Dist	46,653.55	42	52,095.26	38	54,451.63	36	55,525.16	40	58,234.84	36
Coastal Bend College	46,165.93	43	45,191.65	45	48,832.93	43	62,269.92	31	57,439.01	38
Southwest Texas Jr College	51,071.42	35	53,657.91	35	49,718.43	42	58,613.16	36	57,358.82	39
El Paso County CC Dist	61,280.02	16	64,714.90	14	60,928.68	25	65,399.92	21	50,381.65	44

Source: The Texas Public Community College Database System, Ratio comparison trends for selected peer group for fiscal years 1997-2001. The information in this report has not been audited by the Texas State Auditors Office.
Report ID: CCCMPTRO.RPT

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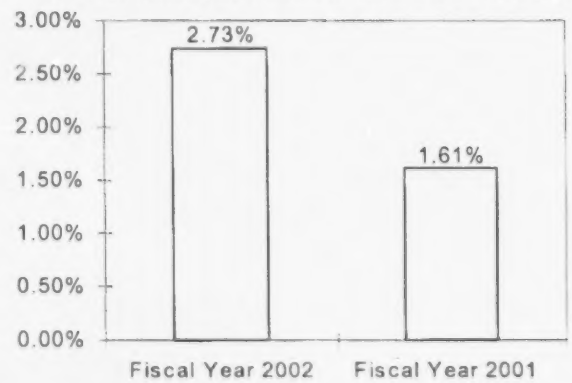
Student Receivables Delinquency

Uncollectible Balances as a Percent of Total Annual Tuition and Fees Revenue

Target: Student Receivables Delinquency will be less than two percent of revenue collected annually from tuition and fees

	Fiscal Year 2001	Fiscal Year 2002
Total Student Tuition and Fee Revenue	$14,714,687.00	$16,081,567.58
Student Uncollectible Balance	$235,818.38	$434,858.97
Other Write Offs	$677.08	$4,626.37
Total Uncollectible Balance	**$236,495.46**	**$439,485.34**
As a Percent of Total Revenue	**1.61%**	**2.73%**

Delinquent Student Receivables as a Percentage of Total Annual Tuition and Fees Revenue



Source: STCC Business Office

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Facilities

Facilities Inventory By Campus By FTE Student 179

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Facilities Inventory By Campus By FTE Student

STCC Facilities as of Fall 2002	Square Footage	Teaching Stations
Pecan Campus, Pecan Plaza (McAllen-Edinburg-Mission Metro Area)	279,274	89
Downtown Center (McAllen-Edinburg-Mission Metro Area)	46,615	35
Center for Advanced & Applied Technology (McAllen-Edinburg-Mission Metro Area)	137,862	31
The Partnership for Community, Business, and Industry Training (non-credit)	37,297	N/A
Starr County Campus (Starr County Area)	28,719	14
Mid-Valley Campus (Mid-Valley Area)	52,416	38
Nursing/Allied Health Center	53,000	20
Ware Road (McAllen-Edinburg-Mission Metro Area)	37,466	21
Walnut Street (McAllen-Edinburg-Mission Metro Area)	8,000	0
Total Facility Inventory	**680,649**	**248**

STCC Facilities as of Fall 2002	Square Footage	2002 FTE	Sq Ft / FTE Student
Pecan Campus, Pecan Plaza (McAllen-Edinburg-Mission Metro Area)	279,274	5,063	55.2
Downtown Center (McAllen-Edinburg-Mission Metro Area)	46,615	637	73.2
Center for Advanced & Applied Technology (McAllen-Edinburg-Mission Metro Area)	137,862	526	262.1
The Partnership for Community, Business, and Industry Training (non-credit)	37,297	1,500	24.9
Starr County Campus (Starr County Area)	28,719	751	38.2
Mid-Valley Campus	52,416	1,827	28.7
Nursing/Allied Health Center	53,000	562	94.3
Ware Road (McAllen-Edinburg-Mission Metro Area)	37,466	N/A	N/A
Walnut Street (McAllen-Edinburg-Mission Metro Area)	8000	N/A	N/A
Campus Teaching Facility Inventory Totals	**680,649**	**10,866**	**576.5**

Note: Ware Road and Walnut Street square footage not included in calculations involving FTE students since instruction for credit does not generally occur at those locations. 1,243 FTE students were not included since the instruction takes place at locations other than STCC Campus facilities. Non-credit FTE (contact hours divided by 120) was not included in prior year Fact Books, but is included this year due to increased emphasis in non-credit workforce training.

Source: Office of Facilities Planning and Construction

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Appendix

South Texas Community College Institutional Performance Indicators 181

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South Texas Community College Institutional Performance Indicators

Purpose: In an effort to assess the success and effectiveness of STCC as it fulfills its responsibility to serve the people of Hidalgo and Starr Counties, the College must establish the indicators by which its performance will be assessed.

Following are the ten categories in which we measure our success at STCC. These, and the specific Performance Indicators for each, are very similar to those faculty and staff identified as being important to the success of our students, the instructional divisions, and the overall future development of STCC. The Board of Trustees approved these Performance Indicators in June 1999 and anticipates future annual reports about our success in achieving high standards in each June of every academic year. STCC's annual Fact Book serves as a report of actual institutional outcomes for the year for each of these indicators/standards.

ACCESS

Performance Indicators:

- Economically disadvantaged enrollment

  The proportion of STCC students classified as economically disadvantaged will equal or exceed the proportion of the populations of Starr and Hidalgo Counties classified as economically disadvantaged (at or under the federal poverty level) eligible for public assistance.

- Academically disadvantaged enrollment

  The proportion of STCC students classified as academically disadvantaged will not be more than 5% below their representation in Hidalgo and Starr Counties, or will show improvement compared to overall college enrollment.

- Special population enrollment

  The proportion of STCC students classified as being a member of a special population will equal or exceed the proportion of the populations of Starr and Hidalgo Counties sharing those characteristics.

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South Texas Community College Institutional Performance Indicators (continued)

- Campus/center enrollment

  Total enrollment for the entire STCC District will equal or exceed by no more than 10% the targeted enrollment for every academic year and will be distributed across the District in proportion to population.

- Program enrollment

  Number of students enrolled in specific degree/certificate programs will be sufficient to maintain program visibility.

- Gender enrollment in non-traditional programs

  The proportion of enrollment in each program, by gender, will approximate that of the entire Student body.

- Enrollment of high school graduates from top quartile

  Among students from Hidalgo and Starr Counties who enter college no later than the Fall after high school graduation, STCC will enroll at least 20% of the top quartile.

- Concurrent/contract enrollment of high school students

  STCC will enroll students in concurrent/contract enrollment from at least 75% of public high schools in Hidalgo and Starr Counties during any academic year.

- Enrollment in continuing education and non-credit programs

  Percentage of growth in enrollment in continuing education and non-credit programs will equal or exceed that of growth in enrollment in certificate- and degree-seeking students across the Community College District.

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South Texas Community College Institutional Performance Indicators (continued)

- Participation in workforce development and customized training

  Percentage of growth in enrollment in workforce development and customized training programs will equal or exceed that of growth in enrollment in certificate- and degree-seeking students across the Community College District.

- Community demographics reflected in enrollment

  The characteristics of the population of Starr and Hidalgo Counties (e.g. race/ethnicity, gender, income, high school attended, hometown, etc.) will be proportionately represented in the Community College District enrollment.

- ¤ Availability of Technology Resources
- ¤ Use of Technology Resources
- ¤ Distance Learning enrollment
- ¤ Computer-based training enrollment

COMPLETION

Performance Indicators:

- Certificates awarded

  At least 30% of full-time, certificate-seeking students will complete their certificate within 1.5 times the length of their certificate program.

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South Texas Community College Institutional Performance Indicators (continued)

- Associate degrees awarded

  At least 30% of full-time, degree-seeking students will complete their degree within 3 years.

- Licensure/Certification exams passed

  The percentage of licensure or certification exams passed in every area where they are required will equal or exceed the state average among community college students each academic year.

- Workforce training participation

  80% of participants in workforce training will complete the program.

- Core curriculum completion

  Ascertain the number of students who complete the core curriculum.

- Course completion

  The course completion rate for each Fall term will equal or exceed the average for all Texas community colleges for those terms, as calculated from the THECB's Educational Data Center.

- Hours completed compared to hours attempted by semester

  The ratio of hours completed to hours attempted will be stable or increase.

- Developmental sequence completion

  The number of students who complete and pass all courses in math, reading, or writing in the developmental course sequence.

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South Texas Community College Institutional Performance Indicators (continued)

- Personal objectives completion

  The number of non-degree seeking students who confirm personal objectives have been met.

- Continuing education course completion

  Completion rates of courses in continuing education will exceed that of the College as a whole.

- Distance Learning course completion
- Computer-based training completion

TRANSFER RATE AND SUCCESS

Performance Indicators:

- Number of students who transfer to four-year institutions

  The number of students transferring from STCC to a four-year institution calculated in each Fall Term, using the CB's definition, will be a constant or increasing proportion of those completing a degree, or the core curriculum at STCC.

- Academic performance of students upon transfer to four-year institutions

  The term GPA of students attempting 15 hours or more at STCC prior to transferring to a four-year public Texas institution will equal or exceed the term GPA of students at that institution with no history at STCC.

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South Texas Community College Institutional Performance Indicators (continued)

EMPLOYMENT

Performance Indicators:

- Employment of graduates in field of study

  Within one year of graduation, 85% or more of all graduates will either be employed in their field, continuing their education, or indicate they are not seeking employment.

- Salaries of graduates

  Graduates of technical programs will exceed the local entry-level salary in their field of preparation, based on industry estimates of median salary.

- Employer satisfaction with graduates

  Employers of STCC graduates will rate their level of satisfaction as above average or greater.

- Student satisfaction with training for employment

  Students working or actively seeking work in their field will express high levels of satisfaction with their degree training that prepared them for employment in their chosen field.

STUDENT DEVELOPMENT

Performance Indicators:

- Number of students placed on suspension/probation

  The proportion of the student body placed on suspension/probation during any academic year will remain stable or decline.

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South Texas Community College Institutional Performance Indicators (continued)

- Number of students removed from suspension/probation

  The proportion of the student body removed from suspension/probation during any academic year will remain stable or increase.

- Fall to Fall student retention

  The proportion of the student body retained from Fall to Fall will remain stable or increase each academic year.

- Academic program student retention

  The proportion of students enrolled in academic programs retained from term to term or from Fall to Fall will remain stable or increase each academic year.

- Technical program student retention

  The proportion of students enrolled in technical programs retained from term to term or from Fall to Fall will remain stable or increase each academic year.

- Availability of On-line Learning Resources
- Use of On-line Learning Resources
- Availability of On-Line Student Services
- Use of On-line Student Services

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South Texas Community College Institutional Performance Indicators (continued)

TASP TEST

Performance Indicators:

- TASP passage rate

  The number of students who pass the individual sections of TASP: reading, writing, and math as well as all three sections.

ACADEMIC PROGRESS OF ALL STUDENTS

Performance Indicators:

- Academic success after completing developmental studies

  Students completing developmental studies will have about the same course completion rates, GPAs, and degree completion rates, as students never required to be in developmental studies.

- Gains measured by pre- and post-testing in developmental studies

  Students testing at or above minimum identified competency levels at each level of developmental studies, on the pre-test, who score sufficiently high enough on the post-test to meet or exceed the minimum competency levels for the next higher course in the same area.

- Gains measured by pre-and post-testing in selected academic courses

  Students testing at or above minimum identified competency levels on the pre-test, will score sufficiently high enough on the post-test to meet or exceed the minimum competency levels for the next higher course in pilot tested areas.

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South Texas Community College Institutional Performance Indicators (continued)

- Performance on common assessment measures as determined by program/discipline

  A report on the results of the common assessment measures used within each discipline/program will be submitted by Chairs.

- Performance in subsequent courses

  Student performance in pre-requisite or other clearly defined sequential courses, as measured by course grade, will be a good predictor for success in the next higher course.

- Performance of Distance Learning students on uniform assessment measures
- Gains measured by pre- and post-testing in Distance Learning courses

STAKEHOLDER SATISFACTION

Performance Indicators:

- Quality of customer service

  The quality of customer service will continuously improve.

- Level of student satisfaction

  The overall level of student satisfaction will continuously improve.

- Level of community satisfaction

  The overall level of community satisfaction will continuously improve.

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South Texas Community College Institutional Performance Indicators (continued)

- Level of STCC faculty/staff satisfaction

  The overall levels of satisfaction of STCC's faculty and staff will continuously improve.

- Work/Service Order Benchmarks
- Faculty and Staff IT Training
- Faculty Electronic Distance Learning Training and Support
- Faculty and Staff Web/Portal Utilization
- Technology Hardware and Software Upgrade and Replacement

FINANCE

Performance Indicators:

- State benchmarks

  Use selected State Auditors Office ratios to compare with other institutions, and be within an acceptable range.

- Fund balance

  Fund balance is no less than 10% of annual operating expenditures.

- Expenditures per full-time student equivalent

  Ratio of operating expenditures per full-time equivalent students will be within state averages.

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South Texas Community College Institutional Performance Indicators (continued)

- Revenue per full-time student equivalent

  Ratio of operating revenues per full-time equivalent students will be within state averages.

- Dunn and Bradstreet Credit Rating

  The Dunn and Bradstreet Credit Rating will continuously improve.

- Budgeted/Actual – Expenditure/Revenues

  Annual expenditures and revenues will be within a two percent range of budgeted expenditures and revenues.

- Student Receivables delinquency

  The rate of student receivables delinquency will be less than two percent of revenue collected annually from tuition and fees.

- Budget allocations per NACUBO Guidelines

  Annual budget allocations will be within NACUBO guidelines for each function and classification.

- Ratio of Expenditures to Revenues

  Annual revenues will be greater than expenditures.

- Community College IT Benchmarks
- IT Support and Investment Ratios

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South Texas Community College Institutional Performance Indicators (continued)

FACILITIES

Performance Indicators:

- Teaching stations per campus/center

  Teaching stations at each campus/center are adequate to meet enrollment needs.

- Classroom utilization per campus/center

  Classrooms will be in use a minimum of 60% of each day.

- Square feet per campus/center per full-time student equivalent

  The square feet per full-time student equivalent will increase at each site.

- Square feet leased/owned

  The ratio of leased square footage in comparison to owned square footage space will be reduced.

- Adequacy of specialized facilities

  The adequacy of space for special functions such as advising, counseling, student success centers, library, and student activities will continue to improve.

- Facility needs assessment

  The annual facility needs assessment will result in continuous improvement of existing facilities and planning for new facilities.

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South Texas Community College Institutional Performance Indicators (continued)

- Technology-enhanced Teaching Stations per campus/center
- Computing Stations per campus/center
- Adequacy of Network Technology Infrastructure
- Adequacy of Telecommunications Technology Infrastructure

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Glossary of Terms

Academic Progress of All Students - Academic progress indicates if and how well students achieve their academic goals. Measures in this category include continued success by students in consecutive or subsequent courses, student progress through the developmental studies sequence, and other measures. This is one of the institutional performance indicators STCC uses to evaluate how well it accomplishes its mission.

Access - Whether the college and its services are widely available to the residents of the College District service area. All public colleges are required by the Texas Higher Education Coordinating Board to ensure equity of access by gender, ethnicity and similar characteristics that have historically been subject to bias in higher education.

Accreditation - Process of certification by some external agency. Accreditation may be institutional (e.g. SACS) or programmatic. In either case, the purpose of accreditation is establishment and monitoring of minimum levels of acceptability and recognition of excellence.

ACTSOS - The ACT Student Opinion Survey (SOS) is a student opinion survey widely used by two-year colleges. The survey results are used at STCC as an assessment of effectiveness in meeting student needs and the college's mission through annual administration to a randomly selected group of classes across the STCC District.

Articulation Agreements - Contractual agreements negotiated between institutions of higher education that enable students to transfer credit from specified courses to receiving institutions, minimizing the loss of credit hours when a student transfers.

Benchmarks - Quantifiable standards against which achievement of a goal, objective or strategy can be measured. They are also used to gauge "added value" for the client or improved progress.

Campus - Principal locations where STCC courses are taught: Pecan Campus (3201 W. Pecan, McAllen); the Ramiro R. Casso, M.D. - Nursing and Allied Health Campus (NAHC, 1101 E. Vermont, McAllen); the Center for Advanced and Applied Technology (CAAT, 3700 W. Military Hwy., McAllen); the Downtown Center (1001 S. 16th Street, McAllen); the Mid-Valley Campus (Huisache and Border Ave., Weslaco); and the Starr County Campus (142 FM 3167, Rio Grande City). Many courses are offered in temporary locations to serve the needs of the people in Hidalgo and Starr Counties. The reports in the Fact Book group these in presenting information about courses offerings and enrollment by campus. All teaching sites in the Mid-Valley region (i.e. Knapp Medical Center, Donna H.S., Weslaco H.S., Med High, Science Academy, physical education facilities, et al) are grouped with the Mid-Valley Campus. All teaching sites in Starr County (i.e.

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Glossary of Terms (continued)

Roma H.S., Starr County Memorial Hospital, et al) are grouped with the Starr County Campus. Since these two campuses serve distinctive regions they serve as a hub for the temporary teaching sites by providing student services, faculty office space, learning resource centers,student success centers and other services. The two satellite facilities close to the Pecan Campus (Ware Road and Pecan Plaza) are grouped with the Pecan Campus. All other temporary teaching sites (those generally in the McAllen, Edinburg, Mission, Pharr-San Juan-Alamo area not associated with a regular campus) are grouped in a category labeled "Other" in most reports.

Cohort - Group of individuals entering an institution or process at the same time and level. Cohort tracking is a useful tool for identifying progress and comparing groups.

College Profile - The College Profile is an overview of STCC, which provides general information about the College and its service area.

Completion - Finishing a course, degree, or certificate program. This may be measured more broadly to include completion of an individual student's educational objective.

Concurrent Enrollment - Students enrolled both at a high school and a college, taking college level courses that fulfill college and high school degree requirements.

Contact Hours (CH) - Lecture and laboratory hours in which a student has contact with an instructor. Since this represents the actual instructional time spent by faculty and students, the state uses contact hours to compute reimbursement to the College.

Contract Enrollment - Workforce development instruction to high school students that allows them to enroll in technical courses.

Course Completion - Students finishing a course with a letter grade or Pass/No Pass grade. Course completion does not include those who withdraw from a course, which results in a grade of W.

Data - Facts or figures on which analyses can be made and from which conclusions may be drawn; plural "datum."

Declared Majors - A student's declared and recorded program of study. A student's declared major should represent the curriculum that they are following, however, many students will not adhere completely to their major degree plan or will begin taking courses for another major before officially changing their declared major.

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Glossary of Terms (continued)

Delinquency - Amount of student tuition and fees that are past due.

Demographics - Characteristics of persons (students, staff, etc.) that are used to categorize those persons as members of identifiable groups (e.g. by age, ethnicity, and gender).

Developmental Sequence - Arrangement of courses in a specific developmental studies discipline (reading, writing, or math) that prepares students for college-level courses. One of the performance indicators measures student progress through their developmental courses to summarize how many students are successful at developing college-level skills.

Duplicated Headcount - Students enrolled in more than one place, department, program, major, or belonging in more than one demographic classification are counted for each category, yielding "duplicated" headcount. Duplicated headcount is greater than simple (unduplicated) headcount.

Economically Disadvantaged - Special populations category for low-income persons, defined by the THECB as those whose annual income is at or below the federal poverty line or who are eligible to participate in one of several needs-based public assistance programs (e.g. WIC, TANF, Pell, WIA, et al).

Employment - Title of one of the ten categories of Institutional Performance Indicators (related to STCC's impact on the preparedness of students seeking a job that pays wages or a salary. Indicators in this group include: Number of graduates employed in their field of study, employer satisfaction with STCC graduates, and graduate satisfaction with their preparation for work.

Facililties - Structures and grounds used by the College; one of the ten categories used to group the Institutional Performance Indicators. The indicators in this category address the adequacy of STCC physical facilities to meet the needs of various constituent groups. Indicators in this category include the number of teaching stations (classrooms) per campus, campus square footage per student FTE, square footage of leased and owned facilities, an assessment of facility needs, and other measures.

Finance - Title of one of the ten categories used to group the Institutional Performance Indicators; the indicators in this area cover issues of fiscal accountability and solvency. Some indicators in this category include performance on state financial benchmarks, expenditures per student FTE, revenue per student FTE, student receivables delinquency rate, and the ratio of expenditures to revenues.

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Glossary of Terms (continued)

FTE - Full-Time Equivalent refers to the approximate number of full-time persons (students, faculty, employees, etc.) that would equal the combined full-time and part-time persons. Although there are many different formulas used to determine an FTE, the Fact Book uses 12 semester credit hours (SCH) per long semester for one credit FTE student. There is also an annual measure of FTE that is equal to 30 SCH for the whole year (this assumes 12 hours in fall, 12 hours in spring, and 6 hours in the summer). FTE for non-credit students is calculated by dividing the number of contact hours per quarter by 120 since STCC's non-credit instruction is operated on the quarter system.

FTIC - First-Time in College (FTIC) refers to students new to STCC who have no prior college experience. The FTIC Cohorts used in the Fact Book also include high school students taking concurrent enrollment classes for the first time.

Fund Balance - Uncommitted Funds.

Graduation Rate - Proportion of a given group of students (cohort) who graduate within a specified period. The standard used for the federal (Department of Education) definition is the number of students from a first-time in college cohort who complete their program within one and one-half the program length, or three years to complete a two-year program and one and one-half years to complete a one-year program.

Headcount - Total number of students enrolled.

Median - Mid-point in a series of numbers (i.e. half of the numbers in a series are below the median value and half are above the median value). The median is often used as a method of expressing average (besides the arithmetic mean) when the series of numbers is heavily skewed by large or small numbers.

NACUBO - The National Association of College and University Business Officers (NACUBO), a professional organization representing chief administrative and financial officers at more than 2,100 colleges and universities nationwide. NACUBO's mission is to promote sound management and financial practices at colleges and universities. NACUBO has been instrumental in developing financial benchmarks for colleges and universities.

Non-Traditional Gender Enrollment - Minority gender (thus "non-traditional") in programs in which the other gender represents 75% or more of all students enrolled. A woman enrolled in Automotive Technology is often an example of a non-traditional gender enrollment.

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Glossary of Terms (continued)

Performance Indicators - Specific measures that are used to assess whether a particular intended outcome has been met. The Institutional Performance Indicators are grouped into ten broad categories.

Public Magnet Schools - Public high schools focusing on a specialized curriculum and serving students from multiple independent school districts. The magnet schools within the STCC District are all part of the South Texas Independent School District and include the Teacher Academy (Edinburg), the Science Academy (Mercedes), and the High School for the Health Professions (Mercedes).

Quartile - A range that represents 25%. The top quartile of a graduating class of seniors would be those students graduating in the top 25%.

Receivable - Student tuition and fees that have not been paid.

Retention - Continued student enrollment at the College, often measured from the fall semester to the spring semester and from one fall semester to the fall semester of the following years. These retention rates provide a standard measure to compare to benchmarks and give an indication of the number of students making progress towards completing a degree or certificate.

SCH - Semester Credit Hour.

Service Area - Hidalgo and Starr Counties, designated as the geographical region served by STCC and the taxing district for the STCC District.

Special Populations - One of a number of categories (academically disadvantaged, economically disadvantaged, individuals with disabilities, limited English proficiency, non-traditional program enrollment, displaced homemakers, and single parents) of specific student populations that have been either historically underserved by higher education or that represent students "at risk" of not succeeding. The College is required to evaluate the access and equity of services offered to these populations. The College is also evaluated on the outcomes of these student groups and must ensure that they perform as well as all other students.

Stakeholder Satisfaction - Degree to which individuals and groups with an interest in the College, its work, and the outcomes of that work are satisfied.

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Glossary of Terms (continued)

Student Development - Students' growth in learning skills essential to the achievement of educational goals, as well as the cultural, social, moral, intellectual, and physical development. Student Development is one of the ten categories used to group the Institutional Performance Indicators.

Student Flow Model - Overview of the various outcomes (continued enrollment, transfer, and graduation) of specific groups of students (cohorts). The first-time in college (FTIC) student flow model can be used to compare the retention, transfer, and graduation rates of the defined cohorts of first-time in college students. These comparisons help departments to understand how many students are making progress towards transfer or graduation and how quickly they are moving through their programs.

Surveys - Research method for collecting data from individuals about themselves, their households, or other large social units.

Suspension - Denial of fall or spring enrollment to students previously placed on Academic Probation, when cumulative GPA and current semester GPA is below 2.00. Students placed on academic suspension may enroll for summer sessions for the purpose of raising their
cumulative GPA to the level required for good standing.

TASP - The Texas Academic Skills Program (TASP), mandated in Spring 1987 by House Bill 2182, assesses students' skills in reading, writing, and math necessary for success in college-level courses and ensures assistance to those who need it.

THECB - Texas Higher Education Coordinating Board is a state agency that oversees all public postsecondary education in Texas.

Transfer - Leaving one educational institution to enroll in another. Transfer may be in-transfer (entering STCC) or out-transfer (leaving STCC).

Transfer Rate - Number of students leaving STCC to enroll in other institutions.

Transfer Success - Academic success of students following transfer.

Workforce Development - Development of entry-level knowledge, skills and abilities needed by students for successful entry into local employment.

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